Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

2nd Grade

**Skills adapted from
Kentucky Department of Education
Math Deconstructed Standards
** Evidence of Attainment/Assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

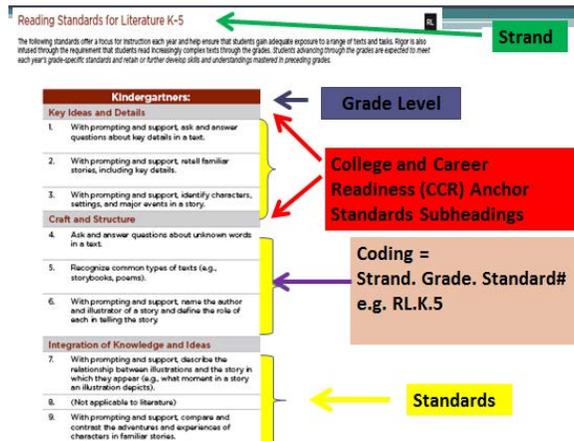**Version 4**

2016-2017

Pojoaque Valley Schools
ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter.** Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:
- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level**: Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- **Skills and Knowledge:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.

Version 4 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project.*

> *Standards Insight* was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are "unpacked" or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 4 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: "What could students do to show attainment of the standard?"

2. Vocabulary: "What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?"

3. Knowledge: "What does the student need to know in order to aid in attainment of this standard?"

4. Skills and Understanding: "What procedural skill(s) does the student need to demonstrate for attainment of this standard?", and "What will students understand to attain the standard?"

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge & Skills: The knowledge field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions). It also identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in Standards Insight synthesize ideas and have lasting value.

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ELD Performance Outcomes (WIDA): This field lists by level what the Bilingual/TESOL teacher can expect to see in a student who achieves at a particular level. Levels were created using the Performance Definitions from the WIDA Consortium. The six levels were used to create three proficiency levels: Entering/Beginning, Developing/Expanding and Bridging/Reaching. Students at the Bridging/Reaching level are equivalent to a Level III student according the Instructional Achievement Level Descriptors (explained below). Each performance definition includes two ways to assess learning: Reading/Listening and Writing/Speaking.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this filed to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

Quarterly View of Standards

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Quarter	1	2	3	4
RL 2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	X	X	X	X
RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		X		
RL 2.3 Describe how characters in a story respond to major events and challenges.		X		
RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			X	X
RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	X	X	X	X
RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			X	
RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	X			
RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			X	
RL 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X	X	X	X
RI 2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	X	X	X	X
RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text		X		
RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			X	X
RI 2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*	X	X	X	X
RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		X		
RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe			X	X

Quarter	1	2	3	4
RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			X	X
RI 2.8 Describe how reasons support specific points the author makes in a text.				X
RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.			X	
RI 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X	X	X	X
RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	
RF 2.4 Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X
W 2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	X			X
W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		X		X
W 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			X	
W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	X	X		
W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			X	X
W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		X		X
W 2.8 Recall information from experiences or gather information from provided sources to answer a question.			X	X
SL 2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	X	X	X	X
SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		X		

Quarter	1	2	3	4
SL 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	X	X	X	X
SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			X	
SL 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.				X
SL 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	X	X	X	X
L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	
L 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X
L 2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			X	
L 2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	X	X	X	X
L 2.5 Demonstrate understanding of word relationships and nuances in word meanings.	X	X		
L 2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	X			

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College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 2**	**Standard 1 (RL.2.1)**
Recurring	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	Identify key details in text Describe key details of the text using who, what, where, when, why and how Determine the answers of literary text using who, what, where, when, why and how	Identify key details in text Describe key details of the text using who, what, where, when, why and how Determine the answers of literary text using who, what, where, when, why and how	Identify key details in text Describe key details of the text using who, what, where, when, why and how Determine the answers of literary text using who, what, where, when, why and how	Identify key details in text Describe key details of the text using who, what, where, when, why and how Determine the answers of literary text using who, what, where, when, why and how

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: ask and answer who, what, where, when, why, and how questions about important details of a text	ask and answer demonstrate understanding key details text	Students know or are able to: how to listen to "inner-voice" while reading common questions beginning with who, what, where, when, why, and how	**Entering/Beginning** (Reading/Listening) Students are able to point to question words. (Writing/Speaking) Students are able to answer with single word in response to a "W" question	**EERL.2.1.** Answer *who* and *where* questions to demonstrate understanding of details in a familiar text.	**Level IV Students will:** **EERL.2.1.** Answer *who* and *where* questions to demonstrate understanding of key details in a text. Ex. During the first or second shared reading of *Green Eggs and Ham*, point to a picture of Sam to answer the question, "Who says, *I do not like green eggs and ham*?" Ex. After a first or second shared reading of the poem, *Mix a Pancake*, point to a picture of a pan from an array of pictures when asked, "Where should we put the pancake?" **Level III Students will:** **EERL.2.1.** Answer *who* and *where* questions to demonstrate understanding of details in a familiar text.

		techniques to pick out important details ways to ask meaningful questions how to refer to a text to answer questions ask and answer questions to comprehend and monitor understanding identify key details understand and use who, what, where, when, why, and how to ask questions about key detail use original language to answer questions about key details Students understand that asking and answering questions helps a reader comprehend a text explicitly and implicitly.	**Developing/Expanding** (Reading/Listening) Students are able to refer to a "W" question in discussion with teacher. (Writing/Speaking) Students are able to answer more than one "W" question about a text **Bridging/Reaching** (Reading/Listening) Students are able to identify answers to a "W" question (Writing/Speaking) Students are able to answering all "W" questions		Ex. After repeated shared readings of a familiar text such as *Green Eggs and Ham*, point to a picture of Sam in response to the question, "Who is this?" Ex. During shared reading of a familiar text like *Green Eggs and Ham*, point to a picture of Sam to answer the question, "Who says, *I do not like green eggs and ham*?" Ex. During shared reading of a familiar poem like, *Mix a Pancake*, point to a picture of a pan from an array of pictures when asked, "Where should we put the pancake?" **Level II Students will:** **EERL.2.1.** Answer *who* questions to demonstrate understanding of details during shared reading of a text about personal experiences. Ex. During shared reading of a class-created predictable chart with the repeated structure "*I like [food]*," point to picture of self to answer the question, "Who said, 'I like hamburgers?'" Ex. During shared reading of a text about a class activity, select a symbol from an array on a multiple message voice output device to answer the question, "Who made a green one?" **Level I Students will:** **EERL.2.1.** With guidance and support, answer "me" in response to who questions during shared reading of a text about personal experiences. Ex. With guidance and support during shared readings of a class-created predictable chart with the repeated structure "*I like [food]*," point to self or signs "me" to answer the question, "Who said, 'I like hamburgers?'" Ex. With guidance and support during shared reading of a text about a class activity, say "me" in response to the question, "Who liked it?"

College and Career Readiness (CCR) Anchor Standard 1: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 2**	**Standard 1 (RL.2.2)**
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**Quarter 1:**	**Quarter 2:** Identify fables and folktales from diverse cultures Define diverse cultures Recall details from stories (e.g., fables and folktales) Recount details of a story (e.g., fables and folktales) Determine the message, lesson or moral of a story (e.g., fables and folktales)	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: recount stories, including fables and folktales from diverse cultures determine the central	recount stories fables folktales	Students know or are able to: difference between retell and recount qualities of fables and	**Entering/Beginning** (Reading/Listening) Students are able to point to pictures or words which support the moral of a story. (Writing/Speaking) Students are able to	EERL.2.2. Retell familiar stories from diverse cultures, including two or more elements from different parts of the story.	**Level IV Students will:** EERL.2.2. Retell familiar stories, including fables and folktales from diverse cultures, including elements from the entire story. Ex. After listening to a story from a different culture, retell the story including elements from throughout the story. **Level III Students will:** EERL.2.2. Retell familiar stories from diverse cultures, including two or more

| message, lesson, or moral | diverse cultures central message, lesson, or moral | folktales stories are influenced by the culture they represent stories have a central message, lesson, or moral techniques for recounting a story recount stories determine central message, lesson, or moral apply these concepts to fables and folktales apply these concepts to stories from diverse cultures Students understand that key details that develop a story's central message, lesson, or moral lead to a better understanding of other perspectives and cultures. | Describe pictures or events that support the moral **Developing/Expanding** (Reading/Listening) Students are able to find words to support the moral. (Writing/Speaking) Students are able to list the different types of stories from culture **Bridging/Reaching** (Reading/Listening) Students are able to summarize and include the moral of a story. (Writing/Speaking) Students are able to produce extended responses to summarize | | elements from different parts of the story. Ex. After listening to a story from a different culture, retell the story including at least two elements (e.g., who and where) from any two parts of the story (e.g., beginning and end). **Level II Students will:** **EERL.2.2.** With prompting, retell familiar stories from diverse cultures. Ex. Given a multiple message voice output device with elements of a familiar story arranged in sequence, retell the story by selecting two or more messages in sequence. Ex. Given an array of choices, select an event that occurs at the beginning and end of the familiar story. **Level I Students will:** **EERL.2.2.** With prompting, retell an event from a familiar story about a personal experience. Ex. Given an array of photos that match the photos in a familiar book about a class activity, select a photo that depicts a particular event. |

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 2**	**Standard 3 (RL.2.3)**
Describe how characters in a story respond to major events and challenges.	**Quarter 1:**	**Quarter 2:** Define: character major events Identify major events or challenges of story Describe how characters respond to major events and challenges	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: describe how characters respond to major events and challenges in a story	characters respond to major events challenges story	Students know or are able to: characters change as a result of events and challenges in the story describe characters identify major events in a story identify challenges faced by characters	**Entering/Beginning** (Reading/Listening) Students are able to identify character and their problem by pointing to a picture or (Writing/Speaking) Students are able to complete a sentence when describing the problem in a story **Developing/Expanding** (Reading/Listening) Students are able to use a graphic organizer to describe a character (Writing/Speaking)	EERL.2.3. Identify the actions and feelings of the characters in a familiar story.	**Level IV Students will:** EERL.2.3. Identify feelings of characters related to major events and/or challenges in a familiar story. Ex. During shared reading sessions, identify the feelings of characters as they relate to an event in the story, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*: "How did Alexander and his dad feel when Alexander called Australia?" Ex. How do you think the pigs felt about leaving their mother? **Level III Students will:** EERL.2.3. Identify the actions and feelings of the characters in a familiar story. Ex. During shared reading sessions, share with peers how characters feel in a familiar story? "How does the pig feel when the wolf says, '*I will huff and puff and blow your house down*?'" Ex. During shared reading sessions, will share with peers what characters did and how that made them feel (e.g., "How did the wolf get into the brick house and how did that make the pig feel?"). Ex. Given an array of symbols, selects a symbol that reflects the characters' feelings on each page of a familiar story. **Level II Students will:**

| | | describe how characters respond to events and challenges

Students understand that reactions of characters to major events and challenges in a story lead to a better understanding of other perspectives and cultures. | Students are able to discuss the problem of a story

Bridging/Reaching (Reading/Listening) Students are able to locate examples of how the character reacts to a problem (Writing/Speaking) Students are able to explain in detail how the character responds to an event | | **EERL.2.3.** With prompting, identify the actions and feeling of characters in a familiar story. Ex. With prompting during shared reading of a familiar story, tell what characters are doing on each page. Ex. With prompting during shared reading of a familiar story, act out feelings or actions of the characters in the story.

Level I Students will: EERL.2.3. With prompting, identify a character in a familiar story. Ex. Given an array of pictures of characters from the book and classmates, chooses a picture of the character in the story. Ex. With prompting during shared reading of a familiar story, use a two location voice output device programmed with *happy* and *sad* to label the feelings of characters in the story. |

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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 2**	**Standard 4 (RL.2.4)**
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify: rhyming words alliteration and other types of figurative language Recognize regular beats and repeated lines in a: story poem song Recognize rhythm within a: story poem song Describe how words and phrases supply rhythm or impact meaning, in a : story poem song	**Quarter 4:** Identify: rhyming words alliteration and other types of figurative language Recognize regular beats and repeated lines in a: story poem song Recognize rhythm within a: story poem song Describe how words and phrases supply rhythm or impact meaning, in a : story poem song

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students:	describe	Students know or	**Entering/Beginning** Reading/Listening)	**EERL.2.4.** Identify rhyming words or	**Level IV Students will:** **EERL.2.4.** Identify rhyming words or repeated phrases in a story, poem, or song.

describe how an author uses words and phrases to create rhythm and meaning	words and phrases regular beats alliteration rhymes repeated lines supply rhythm and meaning story, poem, or song	are able to: an author deliberately uses words and phrases to impact the reader stories, poems, and songs can sometimes be read with rhythm supplied by words and phrases words and phrases supply meaning to a story, poem, or song identify examples of an author's use of words and phrases to create rhythm Students understand that authors use words purposefully to create rhythm and meaning.	Students are able to identify cognates to help with comprehension (Writing/Speaking) Students are able to draw a picture to show meaning of new words **Developing/Expanding** (Reading/Listening) Students are able to match rhyming words (Writing/Speaking) Students are able to list words to use for alliteration (list the words that begin with the letter_) **Bridging/Reaching** (Reading/Listening) Students are able to show examples of alliteration and/or rhyme (Writing/Speaking) Students are able to discuss how words create a rhyme	repeated phrases in a familiar story, poem, or song.	Ex. While listening to a story, poem, or song containing rhyming words, identify two words that rhyme. Ex. While following along as the teacher reads a familiar poem, identify repeated phrases. **Level III Students will:** **EERL.2.4.** Identify rhyming words or repeated phrases in a familiar story, poem, or song. Ex. During a shared reading of a familiar story, poem, or song, identify a word or picture that rhymes with a word read by the teacher (e.g., After shared reading of *Is Your Mama a Llama*?, "Point to the word/picture that rhymes with mama."). Ex. During a shared reading of a familiar story, poem, or song, indicate when he or she hears the rhyming words (e.g., The student activates voice output device to say "Hey, that rhymes!"). **Level II Students will:** **EERL.2.4.** Complete an open-ended phrase with a word within a familiar story, poem, or song. Ex. During shared reading of a familiar story, song, or poem, complete a repeated phrase at the appropriate time. Ex. During shared reading of a familiar story, song, or poem, provides a rhyming word in a familiar poem or song. **Level I Students will:** **EERL.2.4.** With guidance and support, completes an open-ended phrase with a word within a familiar story, poem, or song. Ex. With guidance and support during shared reading sessions (e.g., the teacher uses an exaggerated pause, looks at the student, gestures toward a voice output device), complete a repeated phrase at the appropriate time. Ex. With guidance and support during shared reading sessions (e.g., teacher uses an exaggerated pause, looks at the student, gestures toward a voice output device), provide rhyming word in a familiar a poem or song.

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College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,

scene, or stanza) relate to each other and the whole.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 2**	**Standard 5 (RL.2.5)**

	Quarter 1:	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Identify the structure of the story Describe: • how the beginning introduces the story • the action that takes place in the middle of the story • how the ending concludes the action	Identify the structure of the story Describe: • how the beginning introduces the story • the action that takes place in the middle of the story • how the ending concludes the action	Identify the structure of the story Describe: • how the beginning introduces the story • the action that takes place in the middle of the story • how the ending concludes the action	Identify the structure of the story Describe: • how the beginning introduces the story • the action that takes place in the middle of the story • how the ending concludes the action

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students describe the structure of a story including: how the beginning introduces the story how the ending concludes the action	describe overall structure of a story	Students know or are able to: a story follows a predictable structure purpose of an introduction and conclusion words associated with talking about the structure of a story (such as "in the beginning" or "at	**Entering/Beginning** (Reading/Listening) Students are able to point to a beginning, middle or end of a story. (Writing/Speaking) Students are able to name the structure of a written piece. **Developing/Expanding** (Reading/Listening) Students are able to match a piece of writing with the correct name. (Writing/Speaking) Students are able to author	**EERL.2.5.** Determine the beginning and ending of a story.	**Level IV Students will:** **EERL.2.5.** After reading a story, explain what happened first and what happened last in a story. Ex. After reading a story, will manipulate pictures or sentence strips of events in the story to correctly sequence the beginning and ending from an array of four choices. **Level III Students will:** **EERL.2.5.** Determine the beginning and ending of a story. Ex. Presented with an array of three choices after reading a story, sequence the beginning and ending using pictures or objects. Ex. Sort key words from the story which correspond to the beginning and ending. **Level II Students will:** **EERL.2.5.** Sequence two events in a story. Ex. Use a game format to pick pictures/objects out of a bag and sequence them in correct order.

		the end") describing the purpose of a story's introduction describing the purpose of a story's conclusion Students understand that each element of a text's structure works together to create a cohesive whole.	different structures including beginning sentence with support from an organizer **Bridging/Reaching** (Reading/Listening) Students are able to construct a model of a piece of writing to show introduction and conclusion (Writing/Speaking) Students are able to explain and give examples of how to introduce a topic		Ex. Presented with two choices after reading a story, will sequence the beginning and ending using pictures or objects. Ex. Given two choices, will indicate which happened first. **Level I Students will:** **EERL.2.5.** Identify the beginning of a story. Ex. Presented with two choices while reading a story, will select the beginning using pictures or objects. Ex. Open book to beginning of the story.

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 2**	**Standard 6 (RL.2.6)**
	Quarter 1:	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**

| Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | | | | Identify: characters traits of each character Define point of view Recognize dialogue to determine who is speaking Analyze character to know what type of voice to use when speaking the part Determine differences in each character's point of view Read the dialogue in text using appropriate voices for different characters | |

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: use writing and/or speaking to acknowledge differences in the points of view of characters use different voices to represent characters while reading dialogue aloud	acknowledge differences points of view characters speaking in a different voice reading dialogue aloud	Students know or are able to: a story may include more than one point of view how to determine which character is speaking when dialogue is used explain which point	**Entering/Beginning** (Reading/Listening) Students are able to answer with yes or no when asked about point of view of a specific character (Writing/Speaking) Students are able to give one or two examples from a story to show point of view	**EERL.2.6.** Identify the speakers in a dialogue.	**Level IV Students will:** **EERL.2.6.** Identify multiple speakers in a story. Ex. Identify at least two characters having a dialogue in a story (story must contain more than one character). **Level III Students will:** **EERL.2.6.** Identify the speakers in a dialogue. Ex. Using a familiar story that includes dialogue, match the dialogue to the correct speaker. Ex. Given dialogue from a familiar story that is modified from *Simon Says* using the character's dialogue, match character to dialogue. (e.g., Norma Jean, Champion Jumping Bean says, "I jump on my way to school." – yes or no?) Ex. Using switches programmed to have speaker's lines in the story, listen to the switch,

| | | of view is being represented at a specific point in a text

explain differences in points of view between characters

use different voices to represent characters while reading dialogue aloud

Students understand that authors include clues in a story to help the reader understand who is speaking. | **Developing/Expanding** (Reading/Listening) Students are able to identify which character is speaking with some/little guidance and support. (Writing/Speaking) Students are able to describe how different characters feel about the story

Bridging/Reaching (Reading/Listening) Students are able to compare the point of view of the characters (Writing/Speaking) Students are able use different voices while reading aloud a grade level text. | | and identify who said the line/phrase. Ex. Identify which character said which line using switches. Ex. Use puppets/paper dolls who represent the characters to identify which character said which line.

Level II Students will: EERL.2.6. Identify any dialogue in a story. Ex. Identify when any character is speaking in a story.

Level I Students will: EERL.2.6. With guidance and support, attend to the dialogue while reading a story. Ex. Look at a picture of the character who is speaking while a story is being read. |
|---|---|---|---|

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College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*			
Strand: Reading Literature	**Cluster: Integration of**	**Grade: 2**	**Standard 7 (RL.2.7)**

		Knowledge and Ideas		
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**Quarter 1:** Identify plot Recognize digital text Obtain information from illustrations and words in various types of text Explain: • characters • setting • plot obtained from illustrations and words in print Understand: • characters • setting • plot obtained from illustrations and words in digital text	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to:	use information gained from illustrations and	Students know or are able to:	**Entering/Beginning** (Reading/Listening) Students are able to	**EERL.2.7.** Use illustrations in print or digital text to	**Level IV Students will:** **EERL.2.7.** Use illustrations in print or digital text to describe characters and settings. Ex. Point to a picture of a character in a story and explain what that picture shows

describe characters, setting, or plot of a print or digital text using information gained from illustrations and words	words print text digital text demonstrate understanding characters setting plot	techniques for reading a digital text the role of illustrations in a story techniques for gaining information from illustrations techniques for gaining information from words access print or digital text explain characters, setting, or plot based on information from text and illustrations support thinking with examples from text Students understand that words and illustrations of a print or digital text communicate an author's intended message.	point to pictures or identify parts of a visual presentation where they found something interesting. (Writing/Speaking) Students are able to make a list of the visual elements used **Developing/Expanding** (Reading/Listening) Students are able to identify facts from illustrations or oral descriptions used by the teacher (Writing/Speaking) Students are able to talk about how the pictures help tell the story **Bridging/Reaching** (Reading/Listening) Students are able to show characters, setting and plot from pictures (Writing/Speaking) Students are able to use details from illustrations to describe narrative elements of a story.	identify characters and settings.	about the character. Ex. Identify an illustration in the story that shows the setting and select words (print or symbols) that describe it from an array of choices. Ex. Prior to reading the story, student looks at pictures and describes where the setting takes place. **Level III Students will:** **EERL.2.7.** Use illustrations in print or digital text to identify characters and settings. Ex. Given three illustrations, select the one that depicts the setting in the story. **Level II Students will:** **EERL.2.7.** Find the character in an illustration from a familiar text. Ex. During shared reading of a familiar text when the teacher stops at a page with an illustration that includes a specified character, point to the character. **Level I Students will: EERL.2.7.** Attend to illustrations in the text during shared reading. Ex. Visually attend to the illustration when the teacher holds up the book for the student to see. Ex. Visually attend to the book during shared reading.

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College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the

authors take.			

Strand: Reading Literature		**Cluster: Integration of Knowledge and Ideas**	**Grade: 2**	**Standard 9 (RL.2.9)**
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Recall details and events from two or more versions of a story by different authors Identify characters of two or more versions of a story by different authors Compare and contrast two or more versions of the same story by different authors representing different cultures	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: compare and contrast two or more versions of the same story	compare contrast	Students know or are able to: techniques for comparing and contrasting basic plot elements culture and author's viewpoint impact a story compare and contrast two or more	**Entering/Beginning** (Reading/Listening) Students are able to point to specific differences or similarities between texts/illustrations (Writing/Speaking) Students are able to make a list with peers of similarities and differences between texts of different cultures	**EERL.2.9.** Identify similarities in two versions of the same story.	**Level IV Students will:** **EERL.2.9.** Identify similarities and differences between two versions of the same story. Ex. Using the story of *The Three Little Pigs* and *The Three Little Javelinas* – identify how the two stories are the same and how they are different. Ex. When asked prior to shared reading to listen for parts of the book that are the same and different from another book, stop reader when similar and different parts are read or use a two message voice output device to say, "same" or "different." **Level III Students will:** **EERL.2.9.** Identify similarities in two versions of the same story. Ex. When listening to the second of two versions of the same story, says "same" when similar elements are read. Ex. Uses a single message voice output device to say, "same" during shared reading of the second of two versions of the same story. Ex. Finds pages in two versions of the same story that show something that is the same.

| | | versions of the same story including:

discussion of basic story elements (plot, characters, setting, etc.)

impact of author's viewpoint

impact of culture

Students understand that similarities and differences between stories teach the reader about other perspectives and cultures | **Developing/Expanding**
(Reading/Listening)
Students are able to classify features from various cultures
(Writing/Speaking)
Students are able to author a comparison writing of different cultures

Bridging/Reaching
(Reading/Listening)
Students are able to distinguish between similar elements of two or more texts and within cultures.
(Writing/Speaking)
Students are able to analyze two or more texts and use evidence to support comparisons and contrasting information | | **Level II Students will:**
EERL.2.9. Identify two versions of the same story.
Ex. Find two books that are different versions of the same story from a collection of books.
Ex. When the teacher is reading a book (e.g., *I Went Walking*), the student says, "That book is like [title of other book]." (e.g., *Brown Bear*, *Brown Bear*).
Ex. When the teacher has finished reading a book, student goes to classroom library and brings back another book that is another version of the same story.

Level I Students will:
EERL.2.9. With guidance and support, identify two versions of the same familiar story.
Ex. With guidance and support, point to a second book that is about the same story (e.g., During shared reading of a familiar story, the teacher provides guidance and support to help the student identify another familiar book from a choice of two that is a different version of the same story.). |

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College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Literature	**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 2**	**Standard 10 (RL.2.10)**

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Quarter 1: Identify/understand in literary text (stories and poetry): • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative, Reader and Task) as seen in 1-9 with scaffolding as needed	Quarter 2: Identify/understand in literary text (stories and poetry): • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative, Reader and Task) as seen in 1-9 with scaffolding as needed	Quarter 3: Comprehend independently in literary text (stories and poetry): • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative, Reader and Task) as seen in 1-9 with scaffolding as needed	Quarter 4: Comprehend independently in literary text (stories and poetry): • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative, Reader and Task) as seen in 1-9 with scaffolding as needed

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with scaffolding as needed: read and actively engage in comprehending appropriately complex stories and poetry	read and comprehend literature stories poetry grade 2 - 3 text complexity band proficiently	Students know or are able to: techniques for making meaning from difficult stories and poetry techniques for engaging with and appreciating difficult texts techniques for selecting texts that are interesting,	**Entering/Beginning** (Reading/Listening) Students are able to identify picture to go along with story read orally (Writing/Speaking) Students are able to answer oral questions with one or two words about a text. **Developing/Expanding** (Reading/Listening) Students are able to identify main ideas of	**RL.2.10. **This Literature Essential Element references all elements above.	

scaffolding as needed	motiving, and appropriate for who they are as readers	text (Writing/Speaking) Students are able to share connection about text		
high end of the range	Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaborating with others about texts.	**Bridging/Reaching** (Reading/Listening) Students are able to answer questions about grade level text. (Writing/Speaking) Students are able to read grade level text to peers		

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College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Strand: Reading Informational Text	**Cluster: Key Ideas and Details**	**Grade: 2**	**Standard 1 (RI.2.1)**

	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	Identify key details in an informational text Describe key details in an informational text using the questions who, what, when, where, why and how Determine the answers to questions about informational text using the questions who, what, when, where, why and how	Identify key details in an informational text Describe key details in an informational text using the questions who, what, when, where, why and how Determine the answers to questions about informational text using the questions who, what, when, where, why and how	Identify key details in an informational text Describe key details in an informational text using the questions who, what, when, where, why and how Determine the answers to questions about informational text using the questions who, what, when, where, why and how	Identify key details in an informational text Describe key details in an informational text using the questions who, what, when, where, why and how Determine the answers to questions about informational text using the questions who, what, when, where, why and how

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: ask and answer who, what,	ask and answer demonstrate	Students know or are able to: how to listen to	**Entering/Beginning** (Reading/Listening) Students are able to point to question words.	**EERI.2.1.** Answer *who* and *what* questions to demonstrate understanding of details	**Level IV Students will:** **EERI.2.1.** Ask and answer questions using the text for supportive evidence. Ex. Given a daily activity sheet, ask questions about what to do next. Ex. Given a set of directions to complete a task, answer when asked, "What do we

| where, when, why, and how questions about important details of a text | understanding

key details

text | "inner-voice" while reading

common questions beginning with who, what, where, when, why, and how

techniques to pick out important details

ways to ask meaningful questions

how to refer to a text to answer questions

ask and answer questions to comprehend and monitor understanding

identify key details

understand and use who, what, where, when, why, and how to ask questions about key details

use original language to answer questions about key details | (Writing/Speaking) Students are able to answer with single word in response to a "W" question

Developing/Expanding (Reading/Listening) Students are able to refer to a "W" question in discussion with teacher. (Writing/Speaking) Students are able to answer more than one "W" question about a text

Bridging/Reaching (Reading/Listening) Students are able to identify answers to a "W" question (Writing/Speaking) Students are able to write a summary answering all "W" questions | in a familiar text. | do next?"

Level III Students will:
EERI.2.1. Answer *who* and *what* questions to demonstrate understanding of details in a familiar text.
Ex. Given a set of familiar directions, answer questions about who follows the directions and what is one thing to do to complete the task.

Level II Students will:
EERI.2.1. Answer *what* questions to demonstrate understanding of details in a text.
Ex. Given the instructions for a model plane/car, birdhouse, or other craft project, identify what would happen if they did not use glue (or another key ingredient).

Level I Students will:
EERI.2.1. With guidance and supports, identify a detail in a text or illustration.
Ex. Shown a calendar, point to any date. |

		Students understand that asking and answering questions helps a reader comprehend a text explicitly and implicitly.			

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College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 2	Standard 2 (RI.2.2)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.			Recognize the main topic of multi-paragraph informational text Identify the focus of specific paragraphs that support the main topic of a text		

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to identify: the main topic of a multi-paragraph informational text the focus of specific paragraphs from within the text	main topic multi-paragraph text focus text	Students know or are able to: techniques for identifying the main idea of a text the main idea of each paragraph of a multi-paragraph text supports the big idea of the entire text explain the relationship between the main idea of each paragraph and the main idea of the text apply these concepts to a variety of informational texts	**Entering/Beginning** (Reading/Listening) Students are able to identify facts from pictures. (Writing/Speaking) Students are able to restate main topic **Developing/Expanding** (Reading/Listening) Students are able to identify illustrated main idea from oral discourse about a topic. (Writing/Speaking) Students are able to list the main idea of each paragraph **Bridging/Reaching** (Reading/Listening) Students are able to show the main topic from each paragraph.	**EERI.2.2.** Identify the topic of the text.	**Level IV Students will:** **EERI.2.2.** Identify the topic and a detail of the text. Ex. Given the steps to complete a project, retell key steps of the project (i.e. glue for the construction of a model car). **Level III Students will:** **EERI.2.2.** Identify the topic of the text. Ex. From three options, identify the topic of a series of directions (e.g., Would the title be *Making a Cake*, *Building a Birdhouse*, or *Riding the Bus*?). **Level II Students will:** **EERI.2.2.** Retell the title of a text. Ex. After reading the title and steps for a series of directions, repeat the title. **Level I Students will:** **EERI.2.2.** Indicate a portion of a text. Ex. Given a set of directions, point to any step or the title.

		Students understand that the focus of each paragraph in a multi-paragraph text supports the main topic of the entire text.	(Writing/Speaking) Students are able to describe the main idea of a multi-paragraph text.		

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College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					
Strand: Reading Informational Text		**Cluster: Key Ideas and Details**	**Grade: 2**		**Standard 3 (RI.2.3)**
	Quarter 1:	**Quarter 2:**	**Quarter 3:**		**Quarter 4:**

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			Identify: • the historical events that occurred in a text • scientific ideas or concepts that occur in a text • the steps in a procedure Describe the connection that occurs in a text between a series of: • historical events • scientific ideas or concepts • the steps from a procedure	Identify: • the historical events that occurred in a text • scientific ideas or concepts that occur in a text • the steps in a procedure Describe the connection that occurs in a text between a series of: • historical events • scientific ideas or concepts the steps from a procedure

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: describe connections between events, ideas or concepts, or steps explained in a text	describe the connection series of historical events scientific ideas or concepts steps in technical procedures text	Students know or are able to: techniques for describing connections between events, ideas, concepts, or steps in a text describe connections between ideas in a text apply this skill to historical, scientific,	**Entering/Beginning** (Reading/Listening) Students are able to identify events from oral situations. (Writing/Speaking) Students are able to answer what and why questions using phrases or short sentences and **Developing/Expanding** (Reading/Listening) Students are able to role play to show events or procedures (Writing/Speaking)	**EERI.2.3.** Sequence at least two steps in a procedure or ideas/incidents in an event.	**Level IV Students will:** **EERI.2.3.** Identify the order of steps in a sequence containing multiple steps. Ex. Given a recipe, put the materials and tools needed for each step in order (e.g., To make brownies, put the ingredients first; then the measuring tools, bowl, and stirring spoon next; and the brownie pan last.). **Level III Students will:** **EERI.2.3.** Sequence at least two steps in a procedure or ideas/incidents in an event. Ex. Given three directions to complete a task (take the mail to the office, collect the lunch count, etc.) and the first direction, use sequence strips to order the remaining steps in the procedure correctly. **Level II Students will:** **EERI.2.3.** Identify the next step in a two-step procedure or ideas/incidents in an event. Ex. Given the first picture, correctly order pictures or sequence strips into "First, ____; then, ____" as needed to complete a procedure.

| | | and technical texts

Students understand that informational texts contain connections between events, ideas, concepts, or procedural steps. | Students are able to describe the events or ideas.

Bridging/Reaching
(Reading/Listening) Students are able to follow steps from a text
(Writing/Speaking) Students are able to describe connection between events in a text | | **Level I Students will:**
EERI.2.3. With guidance and support, identify first step in a procedure or first idea/incident in an event.
Ex. Look or attend to the first picture in a sequence of events. |

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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Strand: Reading Informational Text	**Cluster: Craft and Structure**	**Grade: 2**	**Standard 4 (RI.2.4)**
	Quarter 1:	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**

| Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* | Identify words and phrases in a text relevant to a grade 2 topic or subject area

Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area | Identify words and phrases in a text relevant to a grade 2 topic or subject area

Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area | Identify words and phrases in a text relevant to a grade 2 topic or subject area

Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area | Identify words and phrases in a text relevant to a grade 2 topic or subject area

Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area |
|---|---|---|---|---|

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students:

use clues in a text and outside resources to determine the meaning of words and phrases in a text | determine the meaning

words and phrases

text relevant to a grade 2 topic or subject area | Students know or are able to:

features of a text related to word meaning (bold terms, glossary, context clues)

steps for using an online or print dictionary

several strategies for determining the meaning of an unknown word or phrase

techniques for identifying and recording unfamiliar | **Entering/Beginning** (Reading/Listening) Students are able to identify cognates to help with comprehension (Writing/Speaking) Students are able to draw a picture to show meaning of new words

Developing/Expanding (Reading/Listening) Students are able to match word to sentence used in text (Writing/Speaking) Students are able to use a dictionary or glossary | **EERI.2.4.** Identify words related to a topic of a text. | **Level IV Students will:** **EERI.2.4.** Define words and phrases related to a topic of a text. Ex. Complete a fill-in-the-blank phrase with pictures or words, demonstrating comprehension of the word. Ex. Match word meanings to the words in the text.

Level III Students will: **EERI.2.4.** Identify words related to a topic of a text. Ex. Complete fill-in-the-blank phrases when provided with a word bank of written words or pictures. Ex. Select pictures from choices that relate to a text.

Level II Students will: **EERI.2.4.** Categorize words by topic of text. Ex. Selects words that relate to time after examining a schedule. Ex. After reading *The Planets in our Solar System*, sort words and phrases based on the relationship to the text (i.e., Mercury, Mars, and the sun would go with the book, while candy, elephants, and windmills would not).

Level I Students will: |

		words	to copy definition		**EERI.2.4.** With prompts and supports, label words and phrases by topic of text.
		identify unfamiliar words and phrases	**Bridging/Reaching** (Reading/Listening) Students are able to use context clues. (Writing/Speaking) Students are able to explain and give definition using context clues for new words or phrases		Ex. Word/picture sorts. Ex. After reading *The Planets in our Solar System*, students place the correct pictures on the illustrations (matching).
		use features of a text to determine the meaning of unfamiliar words and phrases			
		use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases			
		Students understand that clues in a text help a reader understand the meaning of words and phrases.			

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College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.				
Strand: Reading Informational Text		**Cluster: Craft and Structure**	**Grade: 2**	**Standard 5 (RI.2.5)**
	Quarter 1:	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**
Know and use various text				

features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		Determine how readers use different text features Identify various text features Use various text features to locate key facts or information in a text		Determine how readers use different text features Identify various text features Use various text features to locate key facts or information in a text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students locate key facts or information by using various text features efficiently including:	know and use various text features	Students know or are able to: location of text features	**Entering/Beginning** (Reading/Listening) Students are able to point to specific text features (Writing/Speaking) Students are able to name	**EERI.2.5.** Locate facts or information in a familiar text.	**Level IV Students will:** **EERI.2.5.** Use text features to locate facts or information in a familiar text. Ex. Using the title and table of contents, identify facts or information in a familiar text. Ex. Match the caption that best describes the picture in the text.

captions	captions	functions of text features	the structure of a written piece.		Level III Students will:
bold print	bold print	efficiently use various text features to locate key facts or information in a text.	**Developing/Expanding** (Reading/Listening) Students are able to identify what structures can be found in a text (Writing/Speaking) Students are able to define different structures including glossary, bold print…		**EERI.2.5.** Locate facts or information in a familiar text. Ex. In a shared reading activity, indicate the title to answer questions such as "Tell me what this book is going to be about." Ex. Identify the day of the week on a calendar.
subheadings	subheadings				
glossary	glossary	Students understand that texts have predictable features that help readers locate information			**Level II Students will: EERI.2.5.** With guidance and support, recognize that books have titles. Ex. With guidance and support, locate the title on the front cover of a book.
index	index				
electronic menu	electronic menu				**Level I Students will:**
icon	icon		**Bridging/Reaching** (Reading/Listening) Students are able to locate a specific fact by using text features to find it efficiently (Writing/Speaking) Students are able to use text features to locate answers to text questions.		**EERI.2.5.** With guidance and support, indicate a book or another text. Ex. Point to a book when presented with a book and a calendar and asked, "Which one is a book?"
	locate				
	key facts or information				
	text				
	efficiently				

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Informational Text		**Cluster: Craft and Structure**	**Grade: 2**	**Standard 6 (RI.2.6)**
Identify the main purpose of a text, including what the author wants to answer,	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify the author's purpose Identify the main idea	**Quarter 4:** Identify the author's purpose Identify the main idea

explain, or describe.				Identify what the author wants to answer, explain or describe	Identify what the author wants to answer, explain or describe

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: identify what the author wants to answer, explain, or describe	identify main purpose text what the author	Students know or are able to: signal words that indicate an author's purpose	**Entering/Beginning** (Reading/Listening) Students are able to show what text is about (Writing/Speaking) Students are able to answer single questions	**EERI.2.6.** Identify purpose of a text.	**Level IV Students will:** **EERI.2.6.** Explain why a text is important or useful. Ex. After reading *Ruby Bridges*, explain why the story is important. **Level III Students will:** **EERI.2.6.** Identify the purpose of a text. Ex. Answer questions about bibliographies, such as, "Why did the author want to tell the story of Ruby Bridges?"

	wants	techniques for tracking an author's purpose throughout a text (i.e. graphic organizers)	about text		Ex. Given three choices, select the purpose of the text – to help us understand Ruby Bridges, to help us know about buses, or to help us wear shoes.
	answer		**Developing/Expanding** (Reading/Listening) Students are able to use context clues to find signal words (Writing/Speaking) Students are able to make a list of reasons authors write		**Level II Students will:** **EERI.2.6.** Identify two or more reasons the text is interesting or useful to them. Ex. After listening to *Ruby Bridges*, select two picture cards that represent interesting information from the text.
	explain	identify the main purpose of a text			
	describe				**Level I Students will:** **EERI.2.6.** With guidance and support, identify one aspect of the text that is liked. Ex. Using objects that represent parts of a text, indicate preferred part.
		Students understand that an author selects words and information strategically to develops his/her purpose throughout the course of a text.	**Bridging/Reaching** (Reading/Listening) Students are able to show what the author is sharing (Writing/Speaking) Students are able to discuss what the author wants the reader to know		

Common Core ELA Pacing Guide
2nd Grade

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Informational Text		**Cluster: Integration of Knowledge and Ideas**	**Grade: 2**	**Standard 7 (RI.2.7)**
Explain how specific images	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**

				Identify images in an informational text	Identify images in an informational text
(e.g., a diagram showing how a machine works) contribute to and clarify a text.				Understand the terms: • explain • contribute • clarify Discuss how specific images add to and clarify informational text	Understand the terms: • explain • contribute • clarify Discuss how specific images add to and clarify informational text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: explain how specific images contribute to and clarify a text	explain specific images contribute to	Students know or are able to: techniques for reading images	**Entering/Beginning** (Reading/Listening) Students are able to point to pictures or identify parts of a reading. (Writing/Speaking)	**EERI.2.7.** Demonstrate understanding of how images relate to a familiar informational text.	**Level IV Students will:** **EERI.2.7.** Understands the concepts that images convey in relationship to an informational text. Ex. Answer questions such as, "What did you learn about water from seeing the photo of the drop splashing?" in *A Drop of Water*?

and clarify	including diagrams	Students are able to describe what is found in the picture		**Level III Students will:**
				EERI.2.7. Demonstrate understanding of how images relate to a familiar informational text.
text	the role of images in informational text			Ex. Generate images to accompany a given text (e.g., Click on computer graphics to select image related to familiar text or use pre-cut items to glue and create an image that relates to a familiar text.).
diagram		**Developing/Expanding** (Reading/Listening) Students are able to identify facts from illustrations or charts/graphs used (Writing/Speaking) Students are able to talk about how the pictures or other elements help tell the story		
	vocabulary: image, diagram			**Level II Students will:**
				EERI.2.7. Identify images that relate to an informational text.
	explain how images contribute to a text			Ex. Given two images, identify which one relates to a presented text.
	use images to clarify understanding of a text			**Level I Students will:**
				EERI.2.7. With guidance and support, locate an image that represents a concept in an informational text.
		Bridging/Reaching (Reading/Listening) Students are able to create a model to support the piece of writing. (Writing/Speaking) Students are able to use details from illustrations to describe how they helped tell the story.		Ex. Select a familiar icon to put on daily calendar to represent a typical activity.
	Students understand that the words and illustrations of a text communicate an author's intended message			

Common Core ELA Pacing Guide
2nd Grade

College and Career Readiness (CCR) Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
Strand: Reading Informational Text		**Cluster: Integration of Knowledge and Ideas**	**Grade: 2**	**Standard 8 (RI.2.8)**
Describe how reasons support specific points the author	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Identify the key points in a text

					Identify details that support key points Describe how reasons support the author's specific points

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: describe how reasons support specific points the author makes in a text	describe how reasons support specific points	Students know or are able to: an author's points should be supported by reasons	**Entering/Beginning** (Reading/Listening) Students are able to point to one of the supporting reasons in a text (Writing/Speaking) Students are able to make a	**EERI.2.8.** N/A (See EERI.2.1.)	

| text | techniques for identifying an author's point(s)

techniques for identifying supporting reasons

identify an author's point(s)

identify the reasons an author gives to support point(s)

describe how reasons an author gives support point(s)

Students understand that an author's arguments must be supported by reasons. | list of reasons on a point

Developing/Expanding (Reading/Listening) Students are able to match reasons with points from a text (Writing/Speaking) Students are able to share own reason to support text

Bridging/Reaching (Reading/Listening) Students are able to identify the authors point and the reasons of support from grade level text (Writing/Speaking) Students are able to describe how reasons support the point | | |
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Common Core ELA Pacing Guide
2nd Grade

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
Strand: Reading Informational Text		**Cluster: Integration of Knowledge and Ideas**	**Grade: 2**	**Standard 9 (RI.2.9)**
Compare and contrast the most important points	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**

Identify the important points presented in two | **Quarter 4:** |

presented by two texts on the same topic.			informational texts on the same topic		
			Compare the important points in two informational texts on the same topic		
			Contrast the important points in two informational texts on the same topic		

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: compare and contrast the most important points presented by two texts on the same topic	compare contrast the most important points	Students know or are able to: techniques for comparing and contrasting techniques for	**Entering/Beginning** (Reading/Listening) Students are able to point to specific differences between illustrations (Writing/Speaking) Students are able to	**EERI.2.9.** Identify a common element between two texts.	**Level IV Students will:** **EERI.2.9.** Identify similarities in two texts on the same topic. Ex. When asked "What are these two stories about?," respond "girls." Ex. Read *World Without Fish* and *Energy Island* and identify something that is the same (pollution, earth, what we can do, etc.). **Level III Students will:** **EERI.2.9.** Identify a common element between two texts.

| | two texts on the same topic | identifying important points

compare and contrast two or more texts about the same topic by discussing the most important points of each text

Students understand that thorough knowledge of a topic is developed through reading several texts about that topic. | make a list with peers of differences

Developing/Expanding (Reading/Listening) Students are able to classify features of text (Writing/Speaking) Students are able to compare/contrast main point of two text

Bridging/Reaching (Reading/Listening) Students can distinguish between similar elements of two texts. (Writing/Speaking) Students can are able to analyze two texts and use evidence to support comparisons and contrasting information | | Ex. During shared reading of passages from *World Without Fish* and *Oceana: Our Endangered Oceans* identify one picture that represents a common element (ocean, fish, water, etc.).

Level II Students will: EERI.2.9. Identify two informational texts that are the same. Ex. Given three illustrated menus with one being significantly different from the other two being identical, select the two that are the same. Ex. Given two identical weather charts and a calendar and asked which two are the same, select weather charts.

Level I Students will: EERI.2.9. With guidance and support, identify two informational texts on the same topic. Ex. During shared reading of a familiar text, the teacher provides guidance and support to help the student identify another familiar text (from a choice of two) that is on the same topic. |
|---|---|---|---|---|

Common Core ELA Pacing Guide
2nd Grade

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Informational Text		**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 2**	**Standard 10 (RI.2.10)**
By the end of year, read and comprehend informational texts, including history/social studies, science, and	**Quarter 1:**

Identify/understand in an informational text: | **Quarter 2:**

Identify/understand in an informational text: | **Quarter 3:**

Identify/understand in an informational text: | **Quarter 4:**

Identify/understand in an informational text: |

technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently Comprehend independently in an informational text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently	• key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently Comprehend independently in an informational text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently	• key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently Comprehend independently in an informational text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently	• key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently Comprehend independently in an informational text: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with scaffolding as needed: read and actively engage in comprehending appropriately complex informational texts	read and comprehend informational texts history / social	Students know or are able to: techniques for making meaning from appropriately difficult informational text techniques for engaging	**Entering/Beginning** (Reading/Listening) Students are able to identify picture to go along with caption read orally (Writing/Speaking) Students are able to answer oral questions	**EERI.2.10.** **This Informational Text Essential Element references all elements above.	

studies texts science texts technical texts text complexity band proficiently with scaffolding as needed	with and appreciating difficult texts techniques for selecting texts that are interesting, motiving, and appropriate for who they are as readers make meaning from difficult informational texts engage with and appreciate appropriately complex texts Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaborating with others about texts.	with one or two words about a text. **Developing/Expanding** (Reading/Listening) Students are able to identify main ideas/ specific topic of text (Writing/Speaking) Students are able to share connection to / background knowledge about text **Bridging/Reaching** (Reading/Listening) Students are able to answer analytical questions about grade level text. (Writing/Speaking) Students are able to read grade level text to peers		

Common Core ELA Pacing Guide
2ⁿᵈ Grade

College and Career Readiness (CCR) Anchor Standard: 3 Know and apply grade-level phonics and word analysis skills in decoding words.				
Strand: Reading Foundational Skills		**Cluster: Phonics and Word Recognition**	**Grade: 2**	**Standard 3 (RF.2.3)**
Know and apply grade-level phonics and word analysis skills in decoding words.	**Quarter 1:** Know grade-level phonics and word analysis skills in decoding words	**Quarter 2:** Know grade-level phonics and word analysis skills in decoding words	**Quarter 3:** Know grade-level phonics and word analysis skills in decoding words	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences f. Recognize and read grade-appropriate irregularly spelled words.	Recognize the rules for short and long vowel sounds Identify long vowel and short sounds in one-syllable words Identify long and short sounds made by vowel teams Know the rules for long vowels in two-syllable words Read two-syllable words with long vowel sounds Apply grade-level phonics and word analysis skills in decoding words	Recognize the rules for short and long vowel sounds Identify long vowel and short sounds in one-syllable words Identify long and short sounds made by vowel teams Know the rules for long vowels in two-syllable words Read two-syllable words with long vowel sounds Apply grade-level phonics and word analysis skills in decoding words Recognize a prefix and a suffix in words Read common prefixes and suffixes Read words with common prefixes and suffixes Apply grade-level phonics and word analysis skills in decoding words	Recognize the rules for short and long vowel sounds Identify long vowel and short sounds in one-syllable words Identify long and short sounds made by vowel teams Know the rules for long vowels in two-syllable words Read two-syllable words with long vowel sounds Apply grade-level phonics and word analysis skills in decoding words Apply grade-level phonics and word analysis skills in decoding words Recognize that some words have inconsistent spelling-sound correspondence (e.g., *cow, row, bow,* or *pint, mint*) Read grade-appropriate irregularly spelled words	

| Students: | grade-level phonics and word analysis skills

decoding words

spelling-sound correspondence

vowel combinations

common prefixes and suffixes

inconsistent but common

spelling-sound correspondences

grade-appropriate irregularly spelled words | Students know or are able to:

vowels may sound like their name (long) or have a different sound (short)

vowel teams may make one sound in a word or syllable (rail)

vowel teams may make different sounds in different words (spoon, took)

techniques to decode regularly spelled two-syllable words with long vowels

techniques to decode words with common prefixes and suffixes

some words look the same but may sound different and have different meanings

some words have parts that look the same but sound | **Entering/Beginning** (Reading/Listening) Students are able to match rhyming words (Writing/Speaking) Students are able to copy words and phrases from banks or word walls to create a list (words with long a, words with prefixes…).

Developing/Expanding (Reading/Listening) Students are able read most single syllable words (Writing/Speaking) Students are able to decode multi-syllabic words

Bridging/Reaching (Reading/Listening) Students are able to read grade level appropriate commonly misspelled words (Writing/Speaking) Students are able to correct spelling of grade level appropriate words | **EERF.2.3.a-c.** Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations. **d-e.** Identify the beginning sound of familiar words beginning with a single consonant sound. **f.** Recognize 10 or more written words. | **Level IV Students will:** **EERF.2.3.a-c.** Use letter-sound associations in efforts to decode and spell words. Ex. During a shared writing activity, the student identifies the first letter required to write a word spoken by the teacher. Ex. In independent writing, selects letters that reflect the initial letter in words that label a picture or match the topic. **EERF.2.3.d-e.** Uses knowledge of initial consonant sounds in efforts to spell words. Ex. During a shared writing activity, the student identifies the first letter required to write a word spoken by the teacher. Ex. In independent writing, selects letters that reflect the initial letter in words that label a picture or match the topic. **EERF.2.3.f.** Reads 10 or more written words in a simple, connected text. Ex. Given a beginning-level reader or teacher-created text, reads the text orally, accurately identifying 10 or more words. Ex. Reads the morning message composed by the teacher using words the student can read in isolation.

Level III Students will: **EERF.2.3.a-c.** Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations. Ex. Given a sound spoken by an adult during a shared writing activity, say or point to the letter. Ex. During a shared reading or writing activity, the teacher points to a letter and the student says the associated sound. **EERF.2.3.d-e.** Identify the beginning sound of familiar words beginning with a single consonant sound. Ex. Asked what the first sound in cat is, responds with "kuh" sound. Ex. Asked to indicate which word from two choices (*dog* and *cat*) begins with "duh" sound, points to *dog*. **EERF.2.3.f.** Recognize 10 or more written words. Ex. When asked, reads 10 or more words on the classroom word wall (can point to words as they teacher calls them or reads them orally). Ex. When given a list of familiar consonant-vowel-consonant (CVC) words, successfully reads 10 or more words. |
|---|---|---|---|---|---|
| read regularly spelled one-syllable words

differentiate long and short vowels

decode and read words with vowel combinations

read regularly spelled two-syllable words with long vowels

read words with common prefixes and suffixes

identify common words that have inconsistent spelling-sound correspondences

read second grade-appropriate irregularly spelled words | | | | | |

		different some words have parts that sound the same but look different differentiate between long and short vowels in regularly spelled one-syllable words recognize and read common vowel teams in words read regularly spelled two-syllable words decode two-syllable words by following basic patterns and breaking the words into syllables read words with common prefixes and suffixes read and comprehend words that look the same but sound different read and comprehend words that sound the same			**Level II Students will:** **EERF.2.3.a-c.** In context, identify any letter-sound association. Ex. When asked to write own name, indicates the sound of the initial letter. Ex. During a shared writing activity of an alphabet book, indicates the letter that goes with a sound produced by a teacher. **EERF.2.3.d-e.** Identify words that begin with a single-consonant phoneme that is spoken by an adult. Ex. Given an array of pictures labeled by an adult, identify the picture that begins with the letter-sound spoken by the adult. **EERF.2.3.f.** Recognize two or more written words. Ex. Points to the correct word when read by someone else. Ex. Matches written word to an object. **Level I Students will:** **EERF.2.3.a-c.** Explores letter-sound associations. Ex. Uses a talking word processor that provides individual letter name and sound feedback to type. **EERF.2.3.d-e.** Point to pictures as an adult labels them. Ex. During shared reading, the teacher shows the student an illustration and says, "Show me the car." Ex. During a morning meeting focused on planning for the day, the student identifies pictures for the class schedule. **EERF.2.3.f.** Recognize symbols that represent two or more common words. Ex. Recognize symbols that are part of the daily schedule. Ex. Recognize symbols that represent lunch item choices.

		but look different			
		read second grade-appropriate irregularly spelled words			
		Students understand that there are systematic relationships between letters and sounds and written words are composed of letter patterns that represent the sound of spoken words.			

Common Core ELA Pacing Guide
2nd Grade

College and Career Readiness (CCR) Anchor Standard: 4 Read with sufficient accuracy and fluency to support comprehension.					
Strand: Reading Foundational Skills		Cluster: Fluency		Grade: 2	Standard 4 (RF.2.4)
Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate	**Quarter 1:** Identify and understand foundational skills for Reading standards #1-3 Apply foundational skills reflected in standards #1-3		**Quarter 2:** Identify and understand foundational skills for Reading standards #1-3 Apply foundational skills reflected in standards #1-3	**Quarter 3:** Identify and understand foundational skills for Reading standards #1-3 Apply foundational skills reflected in standards #1-3	**Quarter 4:** Identify and understand foundational skills for Reading standards #1-3 Apply foundational skills reflected in standards #1-3

rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	To support comprehension: • determine the purpose for reading on-level text • apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings • confirm or self-correct word recognition and understanding by using context To support comprehension: • read on-level text fluently and accurately • reread with fluency as necessary Read with: • accuracy • appropriate rate • expression on successive readings	To support comprehension: • determine the purpose for reading on-level text • apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings • confirm or self-correct word recognition and understanding by using context To support comprehension: • read on-level text fluently and accurately • reread with fluency as necessary Read with: • accuracy • appropriate rate expression on successive readings	To support comprehension: • determine the purpose for reading on-level text • apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings • confirm or self-correct word recognition and understanding by using context To support comprehension: • read on-level text fluently and accurately • reread with fluency as necessary Read with: • accuracy • appropriate rate expression on successive readings	To support comprehension: • determine the purpose for reading on-level text • apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings • confirm or self-correct word recognition and understanding by using context To support comprehension: • read on-level text fluently and accurately • reread with fluency as necessary Read with: • accuracy • appropriate rate expression on successive readings

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students orally read second grade-level texts: with purpose and understanding orally with accuracy, appropriate rate, and	fluency grade-level text appropriate rate	Students know or are able to: rereading is a strategy that aids in word recognition and comprehension using context is a	**Entering/Beginning** (Reading/Listening) Students are able to read cognates and other common simple words (Writing/Speaking) Students are able to answer oral questions with one or two words	**EERF.2.4.** Read a shared-reading selection.	**Level IV Students will:** **EERF.2.4.** Read simple text. Ex. Reads familiar book. Ex. Reads words on schedule without the support of symbols or pictures. **Level III Students will:** **EERF.2.4.** Read a shared reading selection Ex. Read or listen to a reading selection on an age-appropriate topic. Ex. Turn pages to follow along in a reading selection.

expression using context to confirm or self-correct word recognition, rereading as necessary		strategy that aids in word recognition and comprehension read with purpose and understanding read orally with accuracy read orally at an appropriate rate ready orally with expression Students understand that fluent readers use strategies to solve words and focus on meaning.	about a text. **Developing/Expanding** (Reading/Listening) Students are able to self-correct as needed (Writing/Speaking) Students are able to read with appropriate rate **Bridging/Reaching** (Reading/Listening) Students are able to read with purpose and complete understanding (Writing/Speaking) Students are able to share about grade level text read on own.		Ex. When using a recorded book, turn pages and attend to the recording. **Level II Students will:** **EERF.2.4.** Respond to reading selection. Ex. Responds to reading activity consistent with the content of the reading (e.g., laughs or smiles at funny reading selection). **Level I Students will:** **EERF.2.4.** Attend to reading selection. Ex. Maintains visual contact with reader during oral reading. Ex. Maintains attending behavior during oral reading.

Common Core ELA Pacing Guide
2ⁿᵈ Grade

College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 2**	**Standard (W.2.1)**
	Quarter 1:	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**
Write opinion pieces in which they introduce the topic or book they are writing	Identify a topic or title of a book to write about			Identify a topic or title of a book to write about

about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also)* to connect opinion and reasons, and provide a concluding statement or section.	Recognize what an opinion is Recognize and define: • opinions • concluding sections or statements • linking words (e.g., because, and, also) Formulate and articulate an opinion about a text or topic Generate supporting reasons for stated opinions Organize writing to: • introduce • support • conclude Link ideas with effective words in order to connect opinions and reasons Write an opinion piece which: • introduces the topic or book • states an opinion • supplies at least 2 supporting reasons for the opinion • uses effective words to link opinions and reasons • provides a concluding statement or section			Recognize what an opinion is Recognize and define: • opinions • concluding sections or statements • linking words (e.g., because, and, also) Formulate and articulate an opinion about a text or topic Generate supporting reasons for stated opinions Organize writing to: • introduce • support • conclude Link ideas with effective words in order to connect opinions and reasons Write an opinion piece which: • introduces the topic or book • states an opinion • supplies at least 2 supporting reasons for the opinion • uses effective words to link opinions and reasons • provides a concluding statement or section

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students write opinion pieces that: introduce a topic or book state an opinion provide support end with a concluding statement or section use linking words (because, and, also) purposefully	opinion piece introduce the topic state an opinion support the opinion linking words concluding statement or section	Students know or are able to: difference between fact and opinion opinions are strengthened by reasons some linking words and their functions opinion pieces follow a predictable structure (e.g. introduction with statement of topic, reasons to support, and closure) identify qualities of opinion pieces select a topic for original writing form an opinion about the topic	**Entering/Beginning** (Reading/Listening) Students are able to show preferences (Writing/Speaking) Students are able to complete or produce statements of opinion with use of words like or dislike **Developing/Expanding** (Reading/Listening) Students are able to agree or disagree with a stated opinion. (Writing/Speaking) Students are able to state their own opinion **Bridging/Reaching** (Reading/Listening) Students are able to identify the author's opinion about a topic. (Writing/Speaking) Students are able to produce opinion piece with supporting reasons	**EEW.2.1.** Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.	**Level IV Students will:** **EEW.2.1.** Select a book and write to state opinions about it and reasons to support the opinions. Ex. Select a book from the library, use a computer-based word bank to write It's the best, and then refer to the book to find examples of what makes it the best and writes about them. Ex. Select a text, write a word to express an opinion about it (e.g., *lk* [like]) and then adds a reason (e.g., *fne* [funny]). **Level III Students will:** **EEW.2.1.** Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion. Ex. Select a book from a collection of recently read books, use a multiple message communication device to say, "good book" and then add a reason, "funny." Ex. Select a book from a collection of recently read books, draw a picture of a sad face to show that he or she doesn't like it and then ask the teacher to write "too hard" under the picture. **Level II Students will:** **EEW.2.1.** With guidance and support, select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion. Ex. Select a book from a collection of recently read books, then the teacher will navigate through the student's multiple message communication device to reveal messages that express an opinion, then select a message communicating an opinion (e.g., "It's really good!"). The teacher asks, "What makes it good?," and the student will use the device to answer (e.g., says "boy") which the teacher interprets to mean the student liked the main character who was a boy. **Level I Students will:** **EEW.2.1.** With guidance and support, state an opinion about a book. Ex. Look at, touch, or take a book from a selection of two when the teacher asks, "Show me your favorite," which the teacher writes (e.g., *Maria's favorite is* Goodnight Moon.). Ex. After the media specialist shows the students two books they might want to check out,

| | | supply reasons to support the opinion

use linking words to connect opinions and reasons

write with a predictable structure (introduction with statement of topic and opinion, reasons to support, and concluding statement or section)

Students understand that well-developed opinions are supported by reasons. | at grade level | | look at one of them and indicate a preference (e.g., smiles). |
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Common Core ELA Pacing Guide
2nd Grade

College and Career Readiness (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 2**	**Standard 2 (W.2.2)**
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding	**Quarter 1:**	**Quarter 2:** Recognize an: • informative text • explanatory text Identify:	**Quarter 3:**	**Quarter 4:** Recognize an: • informative text • explanatory text

statement or section. .		• topic sentences • facts • definitions • concluding statement Use facts and definitions appropriately to develop points Determine an appropriate concluding statement or section Write an informative/explanatory text that: • focuses on a specific topic • uses facts and definitions to develop the topic • includes a concluding statement or section		Identify: • topic sentences • facts • definitions • concluding statement Use facts and definitions appropriately to develop points Determine an appropriate concluding statement or section Write an informative/explanatory text that: • focuses on a specific topic • uses facts and definitions to develop the topic • includes a concluding statement or section

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students write pieces that inform or explain about a topic by: introducing the topic providing information that teaches readers about a topic providing interesting and supporting details, facts, and	informative / explanatory texts develop points concluding statement or section	Students know or are able to: engage, entertain, and inform readers about a topic introduce the topic supply facts and definitions to	**Entering/Beginning** (Reading/Listening) Students are able to match a picture in response to oral reading of nonfiction (Writing/Speaking) Students are able to complete or produce sentences with use of words from bank or word wall of academic vocabulary	**EEW.2.2.** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	**Level IV Students will:** **EEW.2.2.** Select a topic and use writing to compose a message with two facts about the topic. Ex. Select a topic based on a bulletin board in the classroom about life cycles, then writes *fg* (frog), *tpl* (tadpole), and *lgs* (legs). Ex. Look through a photo album parents have sent in from home and select a picture (e.g., the beach) and then writes about it using an alternative keyboard (e.g., producing *bech* [beach], *sd* [sand], *sim* [swim]). **Level III Students will:** **EEW.2.2.** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic. Ex. Select a topic based on a bulletin board in the classroom about life cycles, then draw a

definitions to develop points ending with a concluding statement or section		develop points end with a concluding statement / section identify qualities of informative / explanatory text select a topic for original writing select facts and definitions to develop points write informative/explanatory pieces	**Developing/Expanding** (Reading/Listening) Students are able to create a timeline of events (Writing/Speaking) Students are able to produce simple expository or informational text **Bridging/Reaching** (Reading/Listening) Students are able to answer questions about grade level nonfiction text. (Writing/Speaking) Students are able to produce extended expository or informational text at grade level		picture of a frog, tell a peer to write *frog* next to the picture or add a picture of a tadpole and writes *tp*. Ex. Look through a photo album parents have sent in from home and select a picture of the beach and then dictate a fact about the picture for the teacher to write: "The beach is hot." or "The beach has water." **Level II Students will:** EEW.2.2. With guidance and support, select a topic and use drawing, dictating, or writing to compose a message with one fact about a topic. Ex. Given a familiar topic such as a favorite TV show, draw a picture of a character in the show and complete a frame sentence using a word bank: "[Name of character] is [one fact]." (e.g., "Barney is purple." or "Barney is happy."). Ex. Given a topic from a recently completed classroom activity, within a small group tell the teacher one thing that happened during the activity as the teacher writes a repeated line of text, *One thing we did was . . . . Another thing we did was . . . . We also did . . . .* **Level I Students will:** EEW.2.2. With guidance and support, select a topic. Ex. Working with a group of peers, select the topic each peer will write about from a choice of two or more. Ex. Select the topic for a shared writing activity from two or more choices offered by the teacher.

Common Core ELA Pacing Guide
2nd Grade

College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 2**	**Standard 3 (W.2.3)**
Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify: • components of narrative including beginning and ending • sequence of events • details related to event	**Quarter 4:**

words to signal event order, and provide a sense of closure.

| | | | | | • temporal words

Choose relevant details that correspond to a chosen event

Reflect on identified event

Apply appropriate temporal words in order to signal change of events in narrative

Create relevant and elaborated details to support events of narrative

Write a narrative that:
• recounts a well-elaborated event or short sequence of events
• includes supporting details, temporal words, and a sense of closure |

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students write narratives using:

well-elaborated events

descriptive actions, thoughts, and feelings

temporal words | narratives

well-elaborated event

short sequence of events

temporal words | Students know or are able to: narratives include:

details to describe actions, thoughts, and feelings

temporal words | **Entering/Beginning** (Reading/Listening) Students are able to point to temporal word (Writing/Speaking) Students are able to create a sentene starting with first, next or then.

Developing/Expanding | **EEW.2.3.** Select an event or personal experience and use drawing, writing, or dictating to compose a message about it. | **Level IV Students will:** **EEW.2.3.** Select an event or personal experience and write a message about it. Ex. Choose to write about going to a soccer game and use a computer to write *wat Jay socr [what Jay soccer]*. Ex. Look through digital photos the teacher took while the children completed a class project, select a picture and then write a comment to go with the picture. **Level III Students will:** **EEW.2.3.** Select an event or personal experience and use drawing, writing, or dictating to compose a message about it. Ex. Draw a picture about his or her brother's soccer game, asks the teacher to write his or her brother's name, and then signs own name to the picture. Ex. Look through digital photos that the teacher took while the children completed a class project, select a |

| sense of closure | a sense of closure | a sense of closure

a narrative including:

temporal words

well-elaborated events

descriptive actions, thoughts, and feelings

temporal words

sense of closure

Students understand that an author reflects on his/her life by writing a narrative to convey an experience or event. | (Reading/Listening) Students are able to point to or show basic narrative elements (Writing/Speaking) Students are able to organize a piece of writing with assistance of a graphic organizer

Bridging/Reaching (Reading/Listening) Students are able to show their organization of their written piece (Writing/Speaking) Students are able to produce extended / elaborated writing at grade level | | photo and dictate a message for the teacher to write.
Ex. Following an in-class cooking experience, name the activity (e.g., "Mkg Ckes" [Making Cookies]), describing what was done (e.g., "Mak sgr ckz" [We make sugar cookies.]), describing how it felt (e.g., "Do stke" [The dough was sticky.]), and telling how they liked it (e.g., "Likem." [I liked them.]).
Level II Students will:
EEW.2.3. Draw, write, or dictate to compose a message about a personal experience.
Ex. Tell the teacher about a trip to the pet shop and draw a picture of it when asked.
Ex. When the teacher displays a picture of the student working with peers to complete a class project, dictate a message to go with it.
Ex. Following an in-class cooking experience, use a teacher-provided template to name the activity (e.g., "Mkg Ckez" [Making Cookies]), and tell how they liked it (e.g., "Likem." [I liked them.]).
Level I Students will:
EEW.2.3. With guidance and support, communicate about a personal experience.
Ex. After the teacher talked with the student about going to an activity (e.g., his or her brother's soccer game) and asks, "Was it good?" The student indicates answer (e.g., indicate no by looking down) and the teacher writes in the student's journal (e.g., *Tamika went to her brother's soccer game. It was not fun.*).
Ex. After the teacher works with the student to review the events in his or her schedule for the day, points to and labels each of the visual supports, and asks, "Did you do it?" The student indicates an answer (e.g., indicate *yes* by smiling), and the teacher writes Brian did art, in his home-school journal. |

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2ⁿᵈ Grade

College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Strand: Writing		**Cluster: Production and Distribution of Writing**	**Grade: 2**	**Standard 5 (W.2.5)**
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**Quarter 1:** With guidance and support from adults and peers, students recognize how to: • focus on a topic • revise and edit	**Quarter 2:** With guidance and support from adults and peers, students recognize how to: • focus on a topic • revise and edit	**Quarter 3:**	**Quarter 4:**

	With guidance and support from peers and adults, students strengthen writing as needed by: • revising • editing	With guidance and support from peers and adults, students strengthen writing as needed by: • revising • editing		

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with guidance and support from adults and peers, strengthen writing by: focusing on a topic revising editing	guidance and support from adults and peers focus on a topic strengthen writing as needed revising editing	Students know or are able to: when to use guidance and support from peers and adults writing focuses on a single topic techniques for revising writing techniques for editing writing use adult and peer guidance and support to	**Entering/Beginning** (Reading/Listening) Students are able to identify cognates (Writing/Speaking) Students are able to use a dictionary to fix misspelled words **Developing/Expanding** (Reading/Listening) Students are able to read own writing and make fixes with spelling and simple grammar. (Writing/Speaking) Students are able to make a list of the steps in the writing process	**EEW.2.5.** With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.	**Level IV Students will:** **EEW.2.5.** With guidance and support from adults and peers, add more information and make one correction to own writing to strengthen the message. Ex. Share some writing with a peer who helps the student add more by dictating the spelling of words the student wants to add. Ex. Add information to a previous writing activity with peer assistance (e.g., Look through his or her writing folder and select a story the student started the previous week. After sharing it with peers, they help the student think of information to add and help him or her add it.). Ex. After writing about a favorite story, and being directed by teacher to look in the book for more details, adds additional facts. **Level III Students will:** **EEW.2.5.** With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message. Ex. Add information created in science center and add information with peer assistance (e.g., The student shares a picture he or she has drawn of the leaves in a science center with some peers. The peers point out details on the leaves and suggest that the student adds the details to the picture and he or she does.). Ex. Dictate a sentence for the teacher to write. When the teacher asks for clarification (e.g., "Tell me when that happened."), dictates more to clarify.

| | | strengthen writing

produce writing that focuses on a topic

revise writing

edit writing

Students understand that focusing on a topic, revising, and editing strengthen writing pieces. | **Bridging/Reaching** (Reading/Listening) Students are able to read own writing (at grade level) and identify mistakes (Writing/Speaking) Students are able to make appropriate fixes to own writing using the writing process. | | **Level II Students will:**
EEW.2.5. With guidance and support from adults or peers, add more information to own drawing, dictating, or writing when asked.
Ex. Add information to drawing with peer assistance (e.g., The student shares a picture he or she has drawn with some peers when they make suggestions that he or she add more and the student adds more random marks to the picture.).
Ex. Dictate a sentence for the teacher to write. When the teacher asks, "Tell me more," adds more.

Level I Students will:
EEW.2.5. With guidance and support from adults or peers, use drawing, communication, or writing tools to communicate a message.
Ex. Use a single message voice output device to tell a peer, "Read it to me." while students are sharing group writing and when invited to contribute his ideas, makes marks on the paper.
Ex. Use a computer-based paint program to draw about a favored activity.
Ex. Select keys on an alternate keyboard to write a note to a friend. |

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2nd Grade

College and Career Readiness (CCR) Anchor Standard 6 : Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
Strand: Writing		**Cluster: Production and Distribution of Writing**	**Grade: 2**	**Standard 6 (W.2.6)**
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** With guidance and support: • use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools)	**Quarter 4:** With guidance and support: • use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools)

				With guidance and support: • choose digital tools for producing and publishing writing With guidance and support: • use technology to produce and publish writing individually and with peers	With guidance and support: • choose digital tools for producing and publishing writing With guidance and support: • use technology to produce and publish writing individually and with peers

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with guidance and support from adults: use a variety of digital tools to work with peers to produce and publish writing	guidance and support from adults use a variety of digital tools produce publish in collaboration with peers	Students know or are able to: when to use guidance and support from adults techniques for using digital tools to produce and publish writing techniques for	**Entering/Beginning** (Reading/Listening) Students are able to use the internet to find a picture of a specific topic. (Writing/Speaking) Students are able to type words copied from bank or word wall **Developing/Expanding** (Reading/Listening)	**EEW.2.6.** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	**Level IV Students will:** **EEW.2.6.** Use technology to produce and publish writing. Ex. Use a combination of pictures, word banks, and letter-by-letter spelling to produce a list of peers who worked on the project so it can be hung up with the project. Ex. Use a talking word processor with word prediction software to write words and phrases about himself or herself for inclusion in a class book, *When We Were Babies*. **Level III Students will:** **EEW.2.6.** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. Ex. Use an alternative keyboard preprogrammed by the teacher with words and phrases to write a response to a book to publish in the class' book of book reviews. Ex. Work with a peer to choose words from word banks and spell words to write about himself or herself for inclusion in a class book, *When We Were Babies*.

		working with peers to use digital tools for writing	Students are able to follow directions on how to use digital tool. (Writing/Speaking) Students are able to type on own from written work		Ex. With guidance and support, use assistive technology to write back and forth with a parent volunteer in a digital written conversation environment (e.g., e-mail, text message).
		use a variety of digital tools to produce and publish writing			**Level II Students will:** EEW.2.6. With guidance and support from adults and peers, use technology to produce writing. Ex. Working with a peer, use an alternative keyboard preprogrammed by the teacher with words and phrases to write about a book. Ex. Work with a peer to choose words from word banks and spell words to write about himself or herself.
		work with peers to use digital tools to produce and publish writing	**Bridging/Reaching** (Reading/Listening) Students are able to apply strategy to published work. (Writing/Speaking) Students are able to publish a typed grade level writing piece with group		**Level I Students will:** EEW.2.6. With guidance and support from adults and peers, explore writing technologies. Ex. Take turns selecting preprogrammed messages from an alternative keyboard and listen as the message is read/typed by a talking word processing program. Ex. Use a single switch with scanning to select letters of the alphabet on an onscreen keyboard.
		Students understand that digital tools may be used to produce and publish writing, alone or with peers.			

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College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
Strand: Writing		**Cluster: Build and Present Knowledge**	**Grade: 2**	**Standard 7 (W.2.7)**
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science	**Quarter 1:**	**Quarter 2:** Apply sources and tools to conduct shared research on a single topic Organize relevant information on a topic (e.g., share information,	**Quarter 3:**	**Quarter 4:** Apply sources and tools to conduct shared research on a single topic Organize relevant information on a topic (e.g., share information, produce a

observations).		produce a report) Participate in shared research and writing projects		report) Participate in shared research and writing projects

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, working in a group with adult guidance, participate in shared research and writing projects by: reading several books on a single topic synthesizing information from several books on a	shared research project shared writing project participate a number of books	Students know or are able to: techniques and behaviors associated with shared research and writing books on a similar topic may contain different information	**Entering/Beginning** (Reading/Listening) Students are able to identify one source to support topic (Writing/Speaking) Students are able to fill in skeleton using research from one source.	EEW.2.7.Participate in shared writing projects - communicate a message to add information.	**Level IV Students will:** **EEW.2.7.** Participate in shared writing and research projects. Ex. Identify pictures and words to include in a shared research project on a familiar topic. Ex. Select the topic of the research project and choose words or ideas to include. Ex. Read along with one or more talking digital books about fish, and with a peer, write two interesting facts about each. Ex. Select the topic of the research project, invite a peer to join in the research, gather three books on the selected topic from the library, read and listen to them together, and write one or two ideas learned (e.g., Fsh la egz. Fsh hv fnz. [Fish lay eggs. Fish have fins.]).

			Developing/Expanding		Level III Students will:
single topic	synthesize	about that topic	(Reading/Listening) Students are able to identify two or three sources to support topic. (Writing/Speaking) Students are able to take notes from one (each) source to fill in a graphic organizer.		**EEW.2.7.** Participate in shared writing projects - communicate a message to add information. Ex. Select a book on a topic related to a shared research project from a collection identified by peers and identify pictures that relate to the topic being researched, share them, and have peers write and read aloud text to accompany them. Ex. Read and listen with a peer to two electronic books selected by the teacher in a digital reading environment and with a keyboard with alphabet and whole word access type letters, words, or sentences about what they learn (e.g., Katz r mamls. Bab catz r kitns. [Cats are mammals. Baby cats are kittens.]).
producing a report on a single topic	produce a report	graphic organizers or note-taking strategies for use across several books			
	record science observations				
recording science observations					
		features of reports			
		techniques for recording numerical science observations			
			Bridging/Reaching (Reading/Listening) Students are able to identify multiple sources of different types to support a topic. (Writing/Speaking) Students are able to use sources to create a research report on a topic.		**Level II Students will:** **EEW.2.7.** With guidance and support, participate in shared writing and research projects. Ex. With guidance and support from the teacher, select a book from a choice of two related to the shared research project and identifies pictures that relate to the topic being researched which a peer writes on the collaborative document and reads aloud. Ex. Given a premade set-up on an alternative keyboard or onscreen keyboard, select words and pictures to add to a shared research and writing project. Ex. Type letters as they are dictated by a peer to add content to a shared writing project and then dictate known letters to a peer to type in order to add content to a shared writing project.
		techniques for recording narrative science observations			
		actively participate in shared research and writing processes			
		find several books about a single topic			**Level I Students will:** **EEW.2.7.** With guidance and support, select pictures, words, or objects related to a shared research project. Ex. Given a multimedia presentation of words and pictures related to a shared research project, use a switch to advance through the pictures looking and/or listening to the words and pictures and select one, which a peer, aide, or teacher will write in the shared research project. Ex. Use a touchscreen to scroll through pictures related to the topic of a shared research project and select one, which a peer, aide, or teacher will write in the shared research project and read aloud.
		notice similarities between information presented in books			
		synthesize information from several books			
		produce report to summarize findings			
		record numerical			

			Ex. Explore a bin full of objects and artifacts related to a shared research project and select one, which a peer, aide, or teacher will write in the shared research project.
	science observations record narrative science observations Students understand that research based on several sources leads to understanding a topic.		

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College and Career Readiness (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Strand: Writing		**Cluster: Build and Present Knowledge**	**Grade: 2**	**Standard 8 (W.2.8)**

	Quarter 1:	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**
Recall information from experiences or gather information from provided sources to answer a question.			Recall information Gather information from sources Answer a question:	Recall information Gather information from sources Answer a question:

				• recalling information from experiences • using information from a provided source or multiple sources	• recalling information from experiences • using information from a provided source or multiple sources

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students answer a question by: recalling information from experiences gathering information from provided sources	recall information gather information provided sources	Students know or are able to: information gathered from personal experience may differ from information gathered in sources a response to a question can rely on	**Entering/Beginning** (Reading/Listening) Students are able to point to a picture to show their experience (Writing/Speaking) Students are able to answer yes or no questions **Developing/Expanding**	**EEW.2.8.** Identify information related to personal experiences and answer simple questions about those experiences.	**Level IV Students will:** **EEW.2.8.** Recall information related to personal experiences and answer simple questions about those experiences. Ex. Working with the teacher during shared writing, recall information from a class project that the teacher writes on the board; then use the information to answer the teacher's questions. Ex. Work with peers to recall information from a field trip and use the information to answer questions (e.g., The teacher gives small groups of children a list of questions to answer about a field trip, the student works with peers to recall information about the field trip and then uses that information to answer the questions).

		personal experience or sources respond to a question using recalled information from experiences or gathered information from provided sources Students understand that answering a question can include recalling information, experiences, or sources.	(Reading/Listening) Students are able to make a list of recourses used when gathering information (computer, book…) (Writing/Speaking) Students are able to recall information from their own experience **Bridging/Reaching** (Reading/Listening) Students are able to create a presentation of gathered information (Writing/Speaking) Students are able to share research gathered		Ex. Listen to an electronic book with a peer and draw, write, or dictate answers to *who*, *what*, and *where* questions about the text. **Level III Students will:** **EEW.2.8.** Identify information related to personal experiences and answer simple questions about those experiences. Ex. Identify from a list of things that happened on a field trip to answer questions (e.g., The teacher gives small groups of children a list of questions to answer about a field trip, peers read the questions one-at-a-time, make a list of what they remember, ask the student to identify which things he or she remembers, and then use that information to answer the questions.). Ex. After the teacher prepares a set-up on an interactive whiteboard for students to use in recoding their experiences from a science project, identify the pictures that reflect what happened and then move them to the correct location to respond to the teacher's questions. Ex. Use a picture/label schedule to recall the activities of the day and answer the question, "What did you do today?" for their parents in the home/school journal. **Level II Students will:** **EEW.2.8.** With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. Ex. Working with the teacher, select a book purchased at a recent book fair so the teacher can write down the name and then answer the teacher's question when she asked, "Do you like the book?" Then, place a check in the *like* column. Ex. Working with a small group and the teacher, identify supplies from those assembled on the table that were used in completing a group project (e.g., glue, tape, scissors, paper) so the teacher can add them to the list and then respond to the teacher's question when she asks, "Did you finish?" Ex. Use a picture/label schedule to identify the next activity of the day by answering *what* questions (e.g., What is after math? What is next? What is first today?). **Level I Students will:**

				EEW.2.8. With guidance and support from adults, identify information related to personal experiences and preferences. Ex. Working with the teacher, identify a picture of a center completed earlier in the day to answer yes or no to the question, "Did you [listen to a story] this morning?" After which, the teacher will write in the home-school journal, "Allison listened to a story this morning." Ex. Working with a small group of peers and the teacher, identify objects and artifacts from a personal experience that will then be labeled appropriately by the teacher (e.g., Science things: rocks, leaves, twigs).

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College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 2**	**Standard 1 (SL.2.1)**
Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining	**Quarter 1:** Identify ideas from second grade topics and texts Identify agreed-upon rules for discussion	**Quarter 2:** Identify ideas from second grade topics and texts Identify agreed-upon rules for discussion	**Quarter 3:** Identify ideas from second grade topics and texts Identify agreed-upon rules for discussion Recognize how others:	**Quarter 4:** Identify ideas from second grade topics and texts Identify agreed-upon rules for discussion Recognize how others:

the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Recognize how others: • listen • ask questions on topics • move conversations along Formulate comments and questions appropriate to the topic of discussion Determine if agreed-upon discussion rules are being followed Participate in conversations about grade 2 topics and texts Follow agreed-upon rules for discussion Connect comments to the comments of others Ask questions to better understand topics and text	Recognize how others: • listen • ask questions on topics • move conversations along Formulate comments and questions appropriate to the topic of discussion Determine if agreed-upon discussion rules are being followed Participate in conversations about grade 2 topics and texts Follow agreed-upon rules for discussion Connect comments to the comments of others Ask questions to better understand topics and text	• listen • ask questions on topics • move conversations along Formulate comments and questions appropriate to the topic of discussion Determine if agreed-upon discussion rules are being followed Participate in conversations about grade 2 topics and texts Follow agreed-upon rules for discussion Connect comments to the comments of others Ask questions to better understand topics and text	• listen • ask questions on topics • move conversations along Formulate comments and questions appropriate to the topic of discussion Determine if agreed-upon discussion rules are being followed Participate in conversations about grade 2 topics and texts Follow agreed-upon rules for discussion Connect comments to the comments of others Ask questions to better understand topics and text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students carry on conversations with adults and peers, in small or large groups, demonstrating the ability to: listen attentively take turns speaking gain the floor respectfully link their comments to the	participate collaborative conversations diverse partners grade 2 topics and texts agreed-upon rules for	Students know or are able to: agreed-upon rules for discussions techniques to link their remarks to the remarks of others asking questions aids understanding	**Entering/Beginning** (Reading/Listening) Students are able to answer with yes or no (Writing/Speaking) Students are able to answer with short phrases **Developing/Expanding** (Reading/Listening) Students are able to agree or disagree with	**EESL.2.1.** Participate in conversations with peers and adults in small groups. Engage in multiple-turn exchanges with peers and adults in small groups. Build on comments or topics initiated by	**Level IV Students will:** **EESL.2.1.a.** Engage in multiple-turn exchanges with peers in small groups. Ex. After shared reading of a story, take two or more conversational turns to communicate with peers about favorite parts of the story. Ex. During literacy center time, take multiple turns with peers talking as they work sorting picture and word cards. **EESL.2.1.b.** Engage in multiple-turn exchanges that build on comments or topics initiated by adults or peers. Ex. Offer own opinion about a fable that builds on the opinion of a peer (e.g., Peer says, "I didn't like it." The student replies, "Me either.") and then continue as peer replies (e.g., "It was boring.") by adding more (e.g., "Yeah, boring."). Ex. During center time, a peer starts talking about the project he is making (e.g., "I'm gonna make a big one.") and student adds (e.g., "I want one.") when the peer replies

remarks of others ask clarifying questions ask for more information, if necessary	discussions build on others' talk ask for clarification	listen attentively to conversations about grade 2 topics and texts add to conversations about grade 2 topics and texts gain the floor in respectful ways take turns speaking link their comments to the remarks of others extend conversations converse with peers and adults converse in small and large groups ask clarifying questions ask for more information Students understand that good	peers (Writing/Speaking) Students are able ask questions of peers. **Bridging/Reaching** (Reading/Listening) Students are able to notice when it is their turn to speak, and take turns. (Writing/Speaking) Students are able to hold a discussion about an academic topic with peers or teacher and/or ask clarifying questions	adults and peers. Ask questions related to a prescribed topic or text.	(e.g., "You can make a big one."), continue the exchange (e.g., "too hard."). **EESL.2.1.c.** Ask questions to seek further information/explanation related to a prescribed topic or text. Ex. After reading a fable in class, ask the teacher, "Why didn't the rabbit win the race?" Ex. After the adult says the class has to stop center time early and clean up, the student asks, "Why?" **Level III Students will:** **EESL.2.1.a.** Engage in multiple-turn exchanges with peers and adults in small groups. Ex. After shared reading of a fable in a small group, take turns talking about the fable with the teacher's involvement. Ex. During lunchtime, communicate about the weekend taking multiple turns with peers and adults who are sitting at the table. **EESL.2.1.b.** Build on comments or topics initiated by adults and peers. Ex. Offer a comment about a fable read in a small group that shows agreement or disagreement with a peer (e.g., "It wasn't scary." "I liked it more."). Ex. During snack time when a peer starts talking about a favorite TV show, add more by selecting the name of their favorite show from a multiple message communication system. **EESL.2.1.c.** Ask questions related to a prescribed topic or text. Ex. During shared reading of a fable, ask "What is that?" (pointing to the tortoise). Ex. Use a multiple message voice output device to ask, "Who?" when the teacher explains that the class will have a special visitor coming to class today. **Level II Students will:** **EESL.2.1.a.** Engage in multiple-turn exchanges with individual peers. Ex. While at a literacy center working with letters and words when a peer hands the student a letter and says, "You need this one?," and the student replies, "No, b!" The peer finds a letter b and says, "This one?" The student replies, "Yeah, b." Ex. When the snack helper asks, "What do you want?" and holds up the white milk and chocolate milk, look directly at the chocolate milk. The peer acknowledges, "Okay, chocolate." and the student uses sign language to say, "Thank you." The peer replies, "You're welcome." **EESL.2.1.b.** Build on comments or topics initiated by an adult.

| | | conversations occur when participants listen well, build on others' ideas, and ask clarifying questions. | | | Ex. When given a choice of symbols or icons representing *happy, sad*, and *so-so* faces, select one that shows opinion of story when asked by the teacher. |

| | | | | | Ex. When a teacher starts talking about what the class should do after lunch, say, "Outside!" |

Ex. When given a choice of symbols or icons representing *happy, sad*, and *so-so* faces, select one that shows opinion of story when asked by the teacher.

Ex. When a teacher starts talking about what the class should do after lunch, say, "Outside!"

EESL.2.1.c. With guidance and support, ask questions related to a prescribed topic or text.

Ex. Given a choice of two questions recorded on single message voice output device (e.g., "What happens next?" and ""Why did she do that?") and support from the teacher who models by saying, "I wonder what will happen next." or "I wonder why she did that.," select a question to ask.

Ex. Ask, "How are you today?" during morning group, after several students have asked the question, "How are you today?"

Level I Students will:

EESL.2.1.a. Communicate directly with an adult.

Ex. Select from an array of pictures to indicate a favorite character in a story.

Ex. Look at the carton of chocolate milk when a teacher holds up a carton of white milk and a carton of chocolate milk and asks, "What do you want?"

Ex. Hand a teacher a picture of a desired toy to request an object during center time.

EESL.2.1.b. With guidance and support, build on comments or topics initiated by an adult.

Ex. Select a happy or sad face when the teacher says, "We are telling how we feel about the story. If you liked it, touch happy. If you didn't like it, touch sad." (the teacher models each).

Ex. Use a single message voice output device to say, "I know something about that." when a teacher makes a comment about the book during shared reading.

EESL.2.1.c. With guidance and support, use question words (*who, what, when, where, why, or how*) to communicate with others.

Ex. Given a single message voice output device with the single word, *why* during a shared reading activity with an informational text, hit the switch to say "why?"

Ex. During morning meeting time when the teacher is explaining the calendar to the group, she exaggerates when asking, "Do you know what we're going to do then?," the student hits a single message voice output device to say, "What?"

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College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 2**	**Standard 2 (SL.2.2)**
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**Quarter 1:**	**Quarter 2:** Recount key ideas and/or details: • from a text read aloud • from information presented orally through other media Describe key ideas or details from : • a text read aloud	**Quarter 3:**	**Quarter 4:**

			• information presented orally • through other media		

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
During or after listening or viewing, students: recount or describe key details from a text read aloud or information presented orally or through other media	recount or describe key ideas or details other media	Students know or are able to: techniques to extract key ideas or details from text read aloud or information presented orally or through other media techniques to recount or describe key ideas or details from text read aloud or	**Entering/Beginning** (Reading/Listening) Students are able to identify pictures to match the information given orally (Writing/Speaking) Students are able to answer with phrases or short answer when asked about orally given information **Developing/Expanding** (Reading/Listening) Students are able to interpret information from	**EESL.2.2.** Ask and answer questions about key details from a text read aloud or information presented orally or through other media.	**Level IV Students will:** **EESL.2.2.** Recount key details from a text read aloud or information presented orally or through other media. Ex. After hearing the story of Ruby Bridges read aloud, describe Ruby as a brave, young Black girl. Ex. Say, "Ruby really wanted to go to school." when asked to identify an important event in the story. **Level III Students will:** **EESL.2.2.** Ask and answer questions about key details from a text read aloud or information presented orally or through other media. Ex. Pick from choices to answer questions about key details presented in a story read aloud (e.g., "What did Ruby want to do?"). Ex. Answer yes or no question about a story that was read aloud (e.g., Indicates correct

	information presented orally or through other media extract key ideas or details from text read aloud or information presented orally or through other media Students understand that asking and answering questions helps them comprehend what they hear or see.	an oral presentation (Writing/Speaking) Students are able to paraphrase a story **Bridging/Reaching** (Reading/Listening) Students are able to express and support ideas from an oral story (Writing/Speaking) Students are able to recount events in order from an orally shared story.		response when asked if Ruby went to school.). **Level II Students will:** **EESL.2.2.** With guidance and support, answer questions about key details from a text read aloud or information presented orally or through other media. Ex. Answer yes or no questions about a key detail presented in a story read aloud after the teacher rereads the paragraph or page where the key detail is stated. Ex. Select the picture symbol from an array to answer a question about a video clip after the teacher stops the video on the key scene. **Level I Students will:** **EESL.2.2.** With guidance and support, answer questions about a text read aloud or information presented through other media. Ex. After listening to the story of Ruby Bridges and looking carefully at the pictures, point to a picture of Ruby when asked, "Where is Ruby?"

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College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 2**	**Standard 3 (SL.2.3)**
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	**Quarter 1:** Identify a speaker's topic or issue Identify situations where: • information is needed • understanding could be deepened • comprehension needs to be clarified about what a	**Quarter 2:** Identify a speaker's topic or issue Identify situations where: • information is needed • understanding could be deepened • comprehension needs to be clarified about what a	**Quarter 3:** Identify a speaker's topic or issue Identify situations where: • information is needed • understanding could be deepened • comprehension needs to be clarified about what a speaker says	**Quarter 4:** Identify a speaker's topic or issue Identify situations where: • information is needed • understanding could be deepened • comprehension needs to be clarified about what a speaker says

speaker says Formulate appropriate questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue Formulate appropriate answers to questions about what a speaker says in order to: • clarify comprehension • provide additional information • deepen understanding of a topic or issue Ask and answer questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue.	speaker says Formulate appropriate questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue Formulate appropriate answers to questions about what a speaker says in order to: • clarify comprehension • provide additional information • deepen understanding of a topic or issue Ask and answer questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue.	Formulate appropriate questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue Formulate appropriate answers to questions about what a speaker says in order to: • clarify comprehension • provide additional information • deepen understanding of a topic or issue Ask and answer questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue.	Formulate appropriate questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue Formulate appropriate answers to questions about what a speaker says in order to: • clarify comprehension • provide additional information • deepen understanding of a topic or issue Ask and answer questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue.

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
During or after listening or viewing, students ask and answer questions to: clarify comprehension gather additional information deepen understanding	ask and answer questions clarify comprehension gather additional information deepen understanding	Students know or are able to: techniques for attentive listening common question stems for clarification common question stems that can be used to gather additional information from a speaker	**Entering/Beginning** (Reading/Listening) Students are able to point to unknown words to ask for help (Writing/Speaking) Students are able to make a list of common question words (who, what, when…) **Developing/Expanding** (Reading/Listening) Students are able to gather information from pictures or verbal descriptions (Writing/Speaking)	**EESL.2.3.** Answer questions about what a speaker says.	**Level IV Students will:** **EESL.2.3.** Ask and answer questions about what a speaker says. Ex. Ask, "What did she say?" to request repetition of something someone said to them. Ex. Answer, "To lunch" when asked where the class is going next. **Level III Students will:** **EESL.2.3.** Answer questions about what a speaker says. Ex. Repeat the directions when a teacher asks, "What do you need to do next?" Ex. Answer the question, "What do you want?" after the person working the lunch line states the options. **Level II Students will:** **EESL.2.3.** With guidance and support, answer questions about what a speaker says. Ex. When the teacher asks, "What do you need to do next?" and given a choice of two of the steps, the student identifies the next step Ex. After the teacher assigns daily jobs to students (e.g., line leader, weather reporter,

		common question stems to deepen understanding techniques and etiquette for responding to questions techniques and etiquette for asking questions listen attentively ask and answer questions for clarification ask and answer questions to gather additional information ask and answer questions to deepen understanding answer questions using appropriate language and etiquette ask questions using appropriate language	Students are able to make a prediction **Bridging/Reaching** (Reading/Listening) Students are able to interpret information from oral discussion (Writing/Speaking) Students are able to express and support ideas		deliver attendance to the office), student identifies one of two or three symbols that represents his/her job for the day. **Level I Students will:** **EESL.2.3.** With guidance and support, respond when asked a question. Ex. When asked, "What do you want?," look at the objects being offered by the teacher. Ex. When asked, "Where should we go?," look at the door to the classroom.

	and etiquette Students understand that listeners ask questions to seek help or get information.		

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College and Career Readiness (CCR) Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
Strand: Speaking and Listening		**Cluster: Presentation of Knowledge and Ideas**	**Grade: 2**	**Standard 4 (SL.2.4)**
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify: • appropriate facts • relevant, descriptive details Identify and recall an experience Recognize what constitutes a coherent sentence Recognize what constitutes an adequate audible volume	**Quarter 4:**

| | | | | | Determine:
• appropriate facts
• relevant, descriptive details

Formulate coherent sentences

Tell a story or recount an experience aloud, with:
• appropriate facts
• relevant, descriptive details
speaking audibly in coherent sentences | |

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Speaking audibly, students tell stories or recount experiences using: appropriate facts relevant, descriptive details coherent sentences	tell a story recount an experience appropriate facts relevant, descriptive details speaking audibly coherent sentences	Students know or are able to: what facts and details to include when orally telling a story or recounting an experience the importance of speaking audibly the importance of speaking in coherent sentences use appropriate facts and relevant,	**Entering/Beginning** (Reading/Listening) Students are able to draw a picture in response to oral reading. (Writing/Speaking) Students can complete or produce sentences with use of words from bank or word wall and fill in gaps with L1 **Developing/Expanding** (Reading/Listening) Students can sequence pictured events from a story	**EESL.2.4.** Identify a photograph or object that reflects a personal experience and tell one detail about it.	**Level IV Students will:** **EESL.2.4.** Identify a photograph or object that reflects a personal experience and describe it. Ex. Select a photo of a trip to a waterpark. Use the photo to tell about the park (e.g., who was there or favorite part of the park). Ex. Select a photo from a family trip to the park and use the picture to tell about what happened. **Level III Students will:** **EESL.2.4.** Identify a photograph or object that reflects a personal experience and identify one detail about it. Ex. Use a photo to identify a trip to the water park and point out the slide in the picture. Ex. Select a photo from a family trip to the park and tell about one thing that happened (e.g., "picnic," "hotdogs"). **Level II Students will:** **EESL.2.4.** Identify a photo or object that reflects a personal experience.

	descriptive details	(Writing/Speaking) Students can ask questions relevant to a story		Ex. Select a picture of a trip to the water park from a set of four photos when asked "Where did you go Saturday?" Ex. Select a photo of self-holding an art project and when asked "What did you make?"
	Students understand that oral presentations of stories or experiences engage the audience by including appropriate facts and relevant descriptive details and using an audible voice and coherent sentences.	**Bridging/Reaching** (Reading/Listening) Students can identify usable questions (Writing/Speaking) Students can clearly discuss and extended on conversations		**Level I Students will:** **EESL.2.4.** With guidance and support, identify a photo or object of self-engaged in an activity. Ex. With guidance and support, eye gaze to a picture of a trip to the water park.

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College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
Strand: Speaking and Listening		**Cluster: Presentation of Knowledge and Ideas**	**Grade: 2**	**Standard 5 (SL.2.5)**
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Recognize an audio recording Recount an experience Create an audio recording Determine when it's appropriate to clarify: • ideas • thoughts • feelings with drawings or other visual displays

					Clarify ideas, thoughts, feeling by adding drawings/visual displays Create audio recordings of stories or poems Add drawings/visual displays to: • stories • experiences
Evidence of Student Attainment	**Vocabulary**	**Knowledge & Skills**	**ELD Performance Outcomes (WIDA)**	**Common Core Essential Elements**	**Instructional Achievement Level Descriptors**
Students: create audio recordings of original or published stories or poems add drawings or other visual displays to clarify ideas, thoughts, and feelings related to stories or recounts of experiences	create audio recordings drawings visual displays stories recounts of experience when appropriate to clarify	Students know or are able to: steps for creating audio recordings when a drawing or visual display could be used to clarify a story or recounted experience techniques for creating a drawing or visual display that offers clarification Students understand that a speaker adapts his/her message for a particular audience	**Entering/Beginning** (Reading/Listening) Students are able to mimic sounds or movements seen on screen (Writing/Speaking) Students are able to print a picture to show experience **Developing/Expanding** (Reading/Listening) Students are able to copy then paste a picture related to story. (Writing/Speaking) Students are able to make a recording of self, retelling a story **Bridging/Reaching**	**EESL.2.5.** Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings.	**Level IV Students will:** **EESL.2.5.** Produce a visual, audio, or tactual representation to depict an experience, thoughts, or feelings. Ex. Produce a collage that shows all of the attractions at the water park and dictate a caption for it (e.g., *fun birthday*). Ex. Compile a play list of music to go with a slide show of photos from a class trip. **Level III Students will:** **EESL.2.5.** Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings. Ex. Select from choices the pictures of the trip to the water park that depict the experience. Ex. Select a tactual material from a box of materials to represent how they feel about a new activity in P.E. **Level II Students will:** **EESL.2.5.** Select a picture or tactual representation to accompany a story. Ex. After creating a predictable chart (*I like [food]*.) with the class during shared writing, select a picture to go with his page in the book (e.g., the student looks through a magazine to choose a picture). Ex. During shared reading of a text, select a tactual material from a box of materials

| | by adding drawings, audio, or visual displays to clarify important details. | (Reading/Listening) Students are able to add audio and pictures to represent main ideas of text (Writing/Speaking) Students are able to add descriptions to their pictures and/or music | | to represent the text on one page of the story.

Level I Students will:
EESL.2.5. With guidance and support, select a picture to accompany a story.
Ex. With guidance and support after creating a predictable chart (*I like [food].*) with the class during shared writing, the student selects a picture to go with his page in the book from a small set of pictures provided by the teacher.
Ex. With guidance and support during shared reading of a text, student selects a tactual material from a box of materials to represent the text on one page of the story from a small set of tactuals provided by the teacher. |

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College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Strand: Speaking and Listening		**Cluster: Presentation of Knowledge and Ideas**	**Grade: 2**	**Standard 6 (SL.2.6)**
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	**Quarter 1:** Recognize complete sentences: • in writing • when spoken Identify audience Recognize: • task • situation Differentiate when situation calls for speaking in complete sentences Interpret requested detail or clarification	**Quarter 2:** Recognize complete sentences: • in writing • when spoken Identify audience Recognize: • task • situation Differentiate when situation calls for speaking in complete sentences Interpret requested detail or clarification	**Quarter 3:** Recognize complete sentences: • in writing • when spoken Identify audience Recognize: • task • situation Differentiate when situation calls for speaking in complete sentences Interpret requested detail or clarification	**Quarter 4:** Recognize complete sentences: • in writing • when spoken Identify audience Recognize: • task • situation Differentiate when situation calls for speaking in complete sentences Interpret requested detail or clarification

Formulate a response Speak in complete sentences when appropriate to task and situation Respond to answer questions or to clarify	Formulate a response Speak in complete sentences when appropriate to task and situation Respond to answer questions or to clarify	Formulate a response Speak in complete sentences when appropriate to task and situation Respond to answer questions or to clarify	Formulate a response Speak in complete sentences when appropriate to task and situation Respond to answer questions or to clarify

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
When appropriate to task and situation, students: verbally produce complete sentences to provide requested detail or clarification	produce complete sentences appropriate to task and situation provide requested detail provide clarification	Students know or are able to: what is included in a complete sentence what types of tasks and situations require speaking in complete sentences techniques for providing requested detail when speaking techniques for providing clarification when speaking adapt their speech	**Entering/Beginning** (Reading/Listening) Students are able to identify cognates (Writing/Speaking) Students are able to express basic needs in English. **Developing/Expanding** (Reading/Listening) Students are able to follow multi-step oral directions (Writing/Speaking) Students are able to tell what tasks have been completed **Bridging/Reaching** (Reading/Listening) Students are able to	**EESL.2.6.** Communicate to provide clarification.	**Level IV Students will:** **EESL.2.6.** Communicate own thoughts, feelings, and ideas to provide details or clarification. Ex. When asked, "Why did you go to the water park?," answer, "My birthday." Then, add more when asked, "Why did you pick it?" by saying, "big slide!" Ex. During a shared reading activity, point to an illustration in the book and say, "house." When the teacher asks, "What about the house?," will clarify and add detail saying, "scary house." Ex. Respond to questions to communicate and provide details about thoughts or feelings (e.g., When the teacher asks, "What's wrong?" in response to a student that is crying and looking distraught, the student uses a multiple message communication device to say, "hurt". When the teacher follows with, "What hurts?," the student points to his knee.). **Level III Students will:** **EESL.2.6.** Communicate to provide clarification. Ex. During shared reading, point to an illustration in the book and say, "I know." When the teacher asks, "What do you know?," clarify by saying, "house." Ex. A student is crying and looking distraught, when the teacher asks, "What's wrong?" the student uses a multiple message communication device to say, "hurt." **Level II Students will:** **EESL.2.6.** Communicate about a specific task or experience. Ex. During shared writing, select a picture of a hamburger from an array of three or more choices to complete the sentence, *I like to eat . . . .*

	appropriately to task and situation	understand both formal and informal language (Writing/Speaking)		Level I Students will:
				EESL.2.6. With guidance and support, communicate about a specific task or experience.
	Students understand that a speaker varies his/her technique based on task and situation	Students are able to use formal and informal language as needed		Ex. When asked, "What did you think about the water park?" with support point to an icon from a small array of choices to show an emotion (e.g., a happy face or sad face).
				Ex. When during shared writing, the teacher shows two pictures and labels them saying, "You like hamburgers (points to picture) and you like hotdogs (points to picture), choose one to complete the sentence, *I like* . . . ." by looking at one of the pictures.

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College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Strand: Language		**Cluster: Conventions of Standard English**	**Grade: 2**	**Standard 1 (L.2.1)**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group).* b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish).* c. Use reflexive pronouns (e.g., *myself, ourselves).* d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told).* e. Use adjectives and adverbs, and choose between them depending on what is to be	**Quarter 1:** Identify collective nouns Recognize: • irregular plural nouns Know past tense forms of irregular verbs Demonstrate command of the conventions of standard English grammar and usage when writing: • use collective nouns • form irregular plural nouns • use past tense of irregular verbs Demonstrate command of the conventions of grammar and usage when speaking:	**Quarter 2:** Recognize: • reflexive pronouns Identify adjectives and adverbs Demonstrate command of the conventions of standard English grammar and usage when writing: • use reflexive pronouns • choose between adjectives and adverbs • rearrange complete simple and compound sentences Demonstrate command of the conventions of grammar and usage when speaking: • use reflexive pronouns	**Quarter 3:** Recognize: • reflexive pronouns Identify adjectives and adverbs Demonstrate command of the conventions of standard English grammar and usage when writing: • choose between adjectives and adverbs • rearrange complete simple and compound sentences Demonstrate command of the conventions of grammar and usage when speaking: • use adjectives and adverbs, and choose between them depending on what is to be modified • produce, expand, and rearrange	**Quarter 4:**

modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).*	• use collective nouns • form and use frequently occurring irregular plural nouns • form and use the past tense of frequently occurring irregular verbs		• use adjectives and adverbs, and choose between them depending on what is to be modified • produce, expand, and rearrange complete simple and compound sentences	complete simple and compound sentences	

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, when speaking or writing, apply standard grammar and usage including: using a variety of nouns (collective, irregular plural) using reflexive pronouns forming and using irregular verbs in past tense using adjectives and adverbs producing, expanding, and rearranging sentences	demonstrate command conventions of standard English grammar and usage collective nouns frequently occurring irregular plural nouns reflexive pronouns past tense frequently occurring	Students know or are able to: correct grammar and usage impacts how well a message is understood use a variety of nouns correctly (collective, irregular plural) use reflexive pronouns form and use irregular verbs in past tense use adjectives and adverbs produce, expand, and	**Entering/Beginning** (Reading/Listening) Students are able to respond to frequently asked questions (Writing/Speaking) Students are able to combine simple words to create a short sentence **Developing/Expanding** (Reading/Listening) Students will be able to show understanding when there are changes in verb tense while listening to speaker. (Writing/Speaking) Students are able to combine at least one noun and verb in the correct order to create a	**EEL.2.1.** Communicate to convey information. **a-f.** Produce all letters. **a-b.** Use frequently occurring nouns (e.g., mom, dad, boy, girl). **c.** Use frequently occurring pronouns to refer to self and others (e.g., *we, they, him, her, them).* **d.** Use frequently occurring verbs. **e.** Use frequently occurring adjectives. **f.** Link two or more words together in communication.	**Level IV Students will:** **EEL.2.1.a-f.** Produce two- and three-letter words. Ex. Use a keyboard or communication device to produce two- and three-letter words (e.g., names, common nouns, words spelled with invented spelling such as *kat* for cat or *bak* for back). **EEL.2.1.a-b.** Use a variety of nouns. Ex. Use nouns to name familiar objects. **EEL.2.1.c.** Use frequently occurring pronouns correctly across contexts. Ex. Comment during a shared reading activity using frequently occurring pronouns (e.g., "They are mad.", "She is sick."). **EEL.2.1.d.** Use frequently occurring, regular and irregular past tense verbs. Ex. When asked to tell about past events, the student responds appropriately with past tense verbs such as *went, saw, played, and watched.* **EEL.2.1.e.** Use adjectives to accurately describe people, places, events, and things. Ex. Use a range of adjectives to describe a place they have visited. **EEL.2.1.f.** Communicate using multiple-word utterances. Ex. Communicate in sentences or phrases of three or more words. **Level III Students will:** **EEL.2.1.a-f.** Produce all letters. Ex. Use technology and tools to produce all letters. **EEL.2.1.a-b.** Use frequently occurring nouns (e.g., *mom, dad, boy, girl*). Ex. Identify individuals using a frequently occurring noun such as *mom, dad, boy,*

	irregular verbs adjectives adverbs produce, expand, and rearrange complete sentences simple sentences compound sentences	rearrange sentences Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.	sentence. **Bridging/Reaching** (Reading/Listening) Students will be able to distinguish changes in tense and carry out on own in future conversation (Writing/Speaking) Students are able to retell a story in the correct tense		or *girl*, to the teacher using their routine mode of communication. **EEL.2.1.c.** Use frequently occurring pronouns to refer to self and others (e.g., *we, they, him, her, them*). Ex. Use *I* and *me* when referring to self. Ex. Use we when referring to self and friend. Ex. Use *he* or *him I* for boy and *she* or *her* for girl when referring to another person. **EEL.2.1.d.** Use frequently occurring verbs. Ex. Uses verbs to describe actions when asked what they are doing (e.g., *run, play, eat*). **EEL.2.1.e.** Use frequently occurring adjectives. Ex. Use adjectives to describe the color, shape, or size of an object or person (e.g., *red, big, round*). **EEL.2.1.f.** Link two or more words together in communication. Ex. Use two-word sentences or phrases to communicate about an activity or event (e.g., *I run, he plays, it snows*). **Level II Students will:** **EEL.2.1.a-f.** Produce first letter in own name. Ex. Use writing tool to produce first letter of their name. **EEL.2.1.a-b.** With guidance and support, identify symbols or objects that represent personally relevant, common nouns. Ex. Point to an object or person when named by an adult (e.g., Asked "Where is your coat?," points to it.). **EEL.2.1.c.** Use the pronouns *you* and *me*. Ex. Use *me* when referring to self. Ex. Use *you* when addressing someone else. **EEL.2.1.d.** Use a limited amount of verbs (4-5) to make requests or respond to questions (e.g., *want, like, go, eat*). Ex. Use a PECS sentence strip to make a request (e.g., I want + [item].). Ex. Say "I like it" when the teacher asks for the student's opinion about something. **EEL.2.1.e.** Identify adjectives that describe familiar objects. Ex. Asked, "Is the ball big or small?," responds "big" when presented with a large ball. **EEL.2.1.f.** Use single words to communicate.

					Ex. Communicate in single words using symbols, sign, or other methods of communication used routinely by the student. **Level I Students will:** **EEL.2.1.a-f.** Explore letters and technology used to produce letters. **EEL.2.1.a-b.** Interact with symbols or objects that represent personally relevant, common nouns. Ex. Given coat and told, "Here is your coat," reach for the coat. **EEL.2.1.c.** Demonstrate emerging awareness of *me*. Ex. While passing out materials for a lesson, the teacher asks, "Who wants one?" and the child puts hand on chest to indicate, *me*. Ex. Use a single message voice output device to say "me" when responding to a teacher's question or requesting something for self (e.g., Activates switch to say "me" when wanting to look at the book during shared reading.). **EEL.2.1.d.** Demonstrate emerging understanding of the meaning of common verbs. **EEL.2.1.e.** Interact with objects of different colors, shapes, and textures. **EEL.2.1.f.** Respond to frequently occurring words. Ex. Look at the boy when asked, "Do you see the boy?"

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College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Strand: Language		**Cluster: Conventions of Standard English**	**Grade: 2**	**Standard 2 (L.2.2)**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning	**Quarter 1:** Apply correct : • capitalization when writing Capitalize: • holidays • product names • geographic names Use reference materials, including beginning dictionaries, as needed to check and correct spelling	**Quarter 2:** Apply correct : • punctuation when writing Use commas: • in greetings • closing of letters Use an apostrophe to form: • contractions • frequently occurring possessives Use spelling rules and patterns	**Quarter 3:** Use an apostrophe to form: • contractions • frequently occurring possessives Use spelling rules and patterns Use reference materials, including beginning dictionaries, as needed to check and correct spelling	**Quarter 4:** Use spelling rules and patterns Use reference materials, including beginning dictionaries, as needed to check and correct spelling

dictionaries, as needed to check and correct spellings.					

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, when writing, apply standard capitalization, punctuation, and spelling including: capitalizing holidays capitalizing product names capitalizing geographic names using commas in greetings of letters using commas in closings of letters using apostrophes to form contractions using apostrophes for frequently occurring	demonstrate command conventions of standard English capitalization punctuation spelling capitalize comma apostrophe contractions frequently occurring possessives	Students know or are able to: holidays are capitalized product names are capitalized geographic names are capitalized commas are used in greetings of letters commas are used in closings of letters apostrophes are used to form contractions apostrophes are used to form possessives	**Entering/Beginning** (Reading/Listening) Students are able to point to where capital letters belong in own name (Writing/Speaking) Students are able to answer yes or no when asked about placement for a period **Developing/Expanding** (Reading/Listening) Students are able to match appropriate punctuation with sentence strips. (Writing/Speaking) Students are able to use simple punctuation in their own writing **Bridging/Reaching**	**EEL.2.2.** Use conventions of spelling when communicating. Capitalize the first letter of familiar names. Identify printed rhyming words with the same spelling pattern. Consult print in the environment to support reading and spelling.	**Level IV Students will:** **EEL.2.2.a.** Capitalize the first letter of names. **EEL.2.2.d.** Sort printed rhyming words with the same spelling pattern. **EEL.2.2.e.** Consult print in the environment to support reading and spelling. Ex. When the teacher asks, "What word on the word wall could you use to help you spell bat?," the student says or points to the word, *at*. **Level III Students will:** **EEL.2.2.a.** Capitalize the first letter of familiar names. **EEL.2.2.d.** Identify printed rhyming words with the same spelling pattern. **EEL.2.2.e.** Consult print in the environment to support reading and spelling. Ex. The teacher tells the student, "Find a word on the word wall that will help you spell bat." The student locates the word, . **Level II Students will:** **EEL.2.2.a.** Capitalize first letter of own name. **EEL.2.2.d.** Identify rhyming words. **EEL.2.2.e.** With guidance and support, consult print in the environment to support reading and spelling. Ex. The teacher tells the student to look under the letter *A*, to find a word that will help you spell bat. The student points to the word, *at*. **Level I Students will:**

possessives generalizing learned spelling patterns consulting word reference materials to check and correct spellings	generalize learned spelling patterns reference materials beginning dictionaries check and correct spelling	common spelling patterns can be generalized techniques for using beginning dictionaries capitalize holidays capitalize product names capitalize geographic names use commas in greetings of letters use commas in closings of letters use apostrophes to form contractions use apostrophes for frequently occurring possessives consult word reference materials to check and correct spellings Students understand	(Reading/Listening) Students are able to identify commonly used words when misspelled (Writing/Speaking) Students are able to use correct simple conventions in own writing		**EEL.2.2.a.** With guidance and support, recognize own name in print. **EEL.2.2.d.** Provide a familiar rhyming word to complete a predictable, repeated line in a story. **EEL.2.2.e.** Interact with print in the environment.

		that the effectiveness of a message is enhanced through correct capitalization, punctuation, and spelling.			

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College and Career Readiness (CCR) Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
Strand: Language		**Cluster: Knowledge of Language**	**Grade: 2**	**Standard 3 (L.2.3)**
Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Recognize conventions of language for: • writing • speaking • reading • listening Identify conventions of language for: • formal use of English • informal use of English Use knowledge of language when: • writing • speaking • reading Use knowledge of language conventions when: • writing • reading • listening Compare: • formal use of English	**Quarter 4:**

					• informal use of English
					Use:
					• knowledge of language when speaking
					• knowledge of language conventions when speaking

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, in writing, speaking, reading, or listening: compare formal and informal uses of English	conventions formal and informal uses of English	Students know or are able to: formal uses of English informal uses of English compare formal and informal uses of English Students understand that knowledge of language and its conventions make it possible to communicate effectively for a variety of audiences, tasks, and purposes.	**Entering/Beginning** (Reading/Listening) Students are able to draw a picture to represent their idea. (Writing/Speaking) Students are able to use a symbol as representation of idea **Developing/Expanding** (Reading/Listening) Students are able to combine symbols to make a phrase (Writing/Speaking) Students are able to use sentence stems and similar scaffolds for independent discourse **Bridging/Reaching** (Reading/Listening) Students are able to distinguish between formal or informal English used in discourse.	**EEL.2.3.** Use informal language when communicating.	**Level IV Students will:** **EEL.2.3.** Use formal and informal language when communicating. Ex. Use simple complete sentences when communicating with the teacher. Ex. Combine symbols on a communication system to compose a novel utterance. **Level III Students will:** **EEL.2.3.** Use informal language when communicating. Ex. Use one-word responses and informal expressions when communicating. **Level II Students will:** **EEL.2.3.** Use symbolic language to communicate. Ex. Use words when communicating. Ex. Use one symbol representing words or short phrases to communicate an utterance. **Level I Students will:** **EL.2.3.** Recognize familiar symbols. Ex. Use single pictures and signs when communicating.

		(Writing/Speaking) Students are able to produce simple phrases to covey exact ideas		

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College and Career Readiness (CCR) Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		**Cluster: Vocabulary Acquisition and Use**	**Grade: 2**	**Standard 4 (L.2.4)**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell).* c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition,*	**Quarter 1:** Identify: • context clues within sentences and know how to use these to construct meaning of unknown or multiple meaning words • compound words • and define individual words within the compound word Use: • print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases • digital glossaries and beginning dictionaries to determine or clarify the	**Quarter 2:** Identify: • meaning of common grade appropriate prefixes and new words formed with them (e.g., h*appy/unhappy, tell/retell*) • grade appropriate root words and their meanings Use: • print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases • digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases	**Quarter 3:** Identify: • grade appropriate root words and their meanings Use: • print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases • digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases Apply ABC order to appropriate resources	**Quarter 4:** Use: • print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases • digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases Apply ABC order to appropriate resources

	meaning of words or phrases			
additional).				
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).*	Apply ABC order to appropriate resources	Apply ABC order to appropriate resources		
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.				

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students employ a variety of strategies in writing or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content by choosing strategies including: using sentence-level context as a clue to the meaning of a word or	grade 2 reading and content array of strategies known prefix known root word	Students know or are able to: other words in the sentence provide clues to the meaning of unknown words and phrases adding a prefix to a known word changes its meaning root words can be clues to the meanings	**Entering/Beginning** (Reading/Listening) Students will be able to match pictures with words (Writing/Speaking) Students will be able to label words with root **Developing/Expanding** (Reading/Listening) Students will be able to use context clues and illustrations to	EEL.2.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas. **a-b.** Use newly acquired vocabulary. **c.** Sort words into familiar categories. **d.** Ask about an unknown word.	**Level IV Students will:** **EEL.2.4.a-b.** Use newly acquired vocabulary in context. Ex. Use newly acquired vocabulary in a simple sentence or phrase in correct context. **EEL.2.4.c.** Identify categories for groups of related words. Ex. Given the names of familiar animals, identify the category as *animals*. Ex. Given the names of familiar people, identify the category as *people*. **EEL.2.4.e.** Ask and answer questions about unknown words. Ex. Guess at the meaning of an unknown word given the meaning of similar words. Ex. Answers a question using the word, given the definition of an unknown word (e.g., After a student hears the definition of an unknown word, the student uses that word to answer a question.). **Level III Students will:** **EEL.2.4.a-b.** Use newly acquired vocabulary.

phrase determining the meaning of new words when known prefixes are added to known words using known root words as clues to the meaning of unknown words with the same roots predicting the meaning of compound words by using knowledge of the meaning of individual words using glossaries and beginning dictionaries (print and digital) to determine or clarify the meaning of words and phrases		of unknown words word parts in compound words help determine meaning glossaries and dictionaries provide information about words glossaries and dictionaries are in print and digital formats determine or clarify meaning of unknown words or phrases by drawing upon sentence-level context clues determine the meaning of a word when a known prefix is added to a known word predict the meaning of compound words by drawing upon the meaning of the individual words use glossaries and beginning dictionaries in print and digital formats to ascertain	determine word meaning. (Writing/Speaking) Students will be able to explain their different strategies used to find meaning of unknown words **Bridging/Reaching** (Reading/Listening) Students will be able to create and understand compound words (Writing/Speaking) Students will be able to apply new vocabulary in responses at grade level		Ex. Use a newly acquired word in isolation correctly per its definition. Ex. Answer a question using a newly acquired word in isolation correctly per its definition. **EEL.2.4.c.** Sort words into familiar categories. Ex. Given an array of choices of familiar plants and animals, sort into specified categories of animals and plants. **EEL.2.4.e.** Ask about an unknown word. Ex. Initiate a request for the meaning of an unknown word. **Level II Students will:** **EEL.2.4.a-b.** With guidance and support, identify newly acquired vocabulary. Ex. Identify which words are new to them when listening to story or teacher directions. Ex. Ask about words that are new to them during classroom activities. **EEL.2.4.c.** Identify two or more words from a single category. Ex. Given an array of choices and the category, *zoo animals*, find two or more zoo animals. **EEL.2.4.e.** Indicate that a word is unknown. Ex. Signal the teacher (using speech, vocalization, gesture, or switch) to indicate when an unknown word is spoken or read. **Level I Students will:** **EEL.2.4.a-b.** Respond when new vocabulary is used. Ex. Answer yes or no, when asked, "Is this word new?" Ex. Signal when a new word is spoken to them when directed. Ex. Answer "yes" or "no", when asked, "Do you know what this word means?" **EEL.2.4.c.** Attend to words from a single category. Ex. Given words or pictures of familiar animals, place them together in front of them (e.g., "Look at all of these animals. They are all animals you can see at the zoo."). **EEL.2.4.d.** Respond to words in conversations and shared reading/writing activities.

		the meaning of words and phrases			

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College and Career Readiness (CCR) Anchor Standard 5: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.					
Strand: Language		**Cluster: Vocabulary Acquisition and Use**	**Grade: 2**	**Standard 5 (L.2.5)**	
Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy).* b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl)* and closely related adjectives (e.g., *thin, slender, skinny, scrawny).*	**Quarter 1:** Demonstrate understanding: • word relationships Identify real life connections between words and their use	**Quarter 2:** Demonstrate understanding: • nuances in word meanings Identify : • verbs • adjectives Distinguish meaning between closely related: • verbs • adjectives	**Quarter 3:**	**Quarter 4:**	

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and speaking to demonstrate understanding of word relationships and nuances in word meanings by: identifying real-life connections between words and their use distinguishing shades of meaning among closely related verbs distinguishing shades of meaning among closely related adjectives	demonstrate understanding word relationships nuances in word meanings identify real-life connections distinguish shades of meaning closely related verbs closely related	Students know or are able to: several different words can be used to describe the same action several different adjectives can have a similar meaning similar adjectives can vary in intensity to describe the same concept identify real-life connections between words and their use Students understand that writers and speakers carefully select words to	**Entering/Beginning** (Reading/Listening) Students are able to identify cognates to help with comprehension (Writing/Speaking) Students are able to draw a picture to show meaning of new words **Developing/Expanding** (Reading/Listening) Students are able to match pictures to words of verbs or adjectives (Writing/Speaking) Students are able to answer questions about parts of speech **Bridging/Reaching** (Reading/Listening) Students are able to show examples of	**EEL.2.5.** Demonstrate understanding of word relationships. Identify real-life connections between words and their use (e.g., *happy*: "I am *happy*."). Identify the function of common nouns.	**Level IV Students will:** **EEL.2.5.a.** Identify real-life connections between words and their use. Ex. Respond appropriately when asked to tell about something that made them happy (e.g., "I got presents on my birthday."). **EEL.2.5.b.** Use a common noun and its function in a sentence. Ex. Use a noun in the context of its function (e.g., "I need to drink some water."). Ex. Connect a noun to its function (e.g., "I need to cut this. Can I have scissors?"). Ex. Connect a word to its function (e.g., "I want to color. Give me a crayon."). **Level III Students will:** **EEL.2.5.a.** Identify real-life connections between words and their use(e.g., *happy*: "I am *happy*."). **EEL.2.5.b.** Identify the function of common nouns. Ex. Answer a question about the function of a noun (e.g., "What do we do with a fork?," responds "eat."). Ex. Match common noun to a word that describes its function (e.g., bed = sleep; chair = sit). **Level II Students will:** **EEL.2.5.a.** With guidance and support, identify real-life connections between words and their use. Ex. With guidance and support, connect words to feelings (e.g., The teacher says, "You are smiling. Tell me why." The student says or selects a symbol to say, "happy."). **EEL.2.5.b.** Identify nouns that match functions. Ex. Identify the name of a tool used in writing (e.g., The teacher says, "What do I

| | adjectives | convey specific meanings, ideas, and relationships. | given parts of speech (Writing/Speaking) Students are able to explain and give examples of real-life use of different parts of speech | | need if I want to write my name? A pencil or a book?"). **Level I Students will:** **EEL.2.5.a.** With guidance and support, respond to words in context. Ex. With guidance and support, demonstrate the meaning of a word (e.g., Smile when asked, "Are you happy today?"). **EEL.2.5.b.** Respond to common nouns in context. Ex. Reach for book when the teacher says, "Here is your book. Let's read." |

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College and Career Readiness (CCR) Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.				
Strand: Language		**Cluster: Vocabulary Acquisition and Use**	**Grade: 2**	**Standard 6 (L.2.6)**
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy).*	**Quarter 1:** Use words and phrases acquired through: • conversations • reading • being read to • responding to texts Identify and use: • adjectives • adverbs Distinguish between words and phrases acquired through: • conversations • reading • being read to • responding to texts	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**

	Determine when an adjective or adverb should be used to describe				

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students speak, write, and read words and phrases (including frequently occurring adjectives and adverbs) acquired through: conversations reading being read to responding to texts	words phrases acquired through using adjectives and adverbs to describe	Students know or are able to: techniques for collecting new words learned through a variety of channels (i.e. vocabulary notebooks, word walls) common adjectives common adverbs how and when to use adjectives to describe how and when to use adverbs to describe learn new words and phrases in a variety of ways	**Entering/Beginning** (Reading/Listening) Students are able to point to stated word(s) (Writing/Speaking) Students are able to make and keep lists of significant words **Developing/Expanding** (Reading/Listening) Students are able to use context clues and illustrations to determine meaning. (Writing/Speaking) Students are able to join in on content based discussions using specific vocabulary **Bridging/Reaching** (Reading/Listening) Students are able to	**EEL.2.6.** Use adjectives and adverbs from texts that have been read.	**Level IV Students will:** **EEL.2.6.** Use words and phrases acquired through interactions, being read to, and other forms of instruction. Ex. After shared reading, use words from the reading to describe people and objects (e.g., After shared reading, the student shares that he or she also has a yellow raincoat.). **Level III Students will:** **EEL.2.6.** Use adjectives and adverbs from text that has been read. Ex. After shared reading, repeat words from the reading to describe people and objects (e.g., After shared reading, the teacher asks, "What color was the raincoat?" and the student answers "yellow" or points to the color yellow from choices.). **Level II Students will:** **EEL.2.6.** Repeat words from text that has been read to them. **Level I Students will:** **EEL.2.6.** Mimic words spoken to them. Ex. Use a single message device with a preprogrammed message to repeat a recurring word in a book.

		(conversation, reading, being read to, responding to text) use words and phrases learned in one context in a different context Students understand that an extensive vocabulary is built through reading, study, and conversation.	engage in conversation using adjectives and adverbs correctly (Writing/Speaking) Students are able to construct extended responses using adverbs and adjectives correctly		